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# CANADA

*Then and Now*

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# TEACHER'S MANUAL FOR



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TEACHER'S MANUAL FOR

# CANADA

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*Then and Now*

*Eleanor Boyce, M.A., Ph.D.*

*Aileen Garland, B.A., M.Ed.*

THE MACMILLAN COMPANY OF CANADA LIMITED

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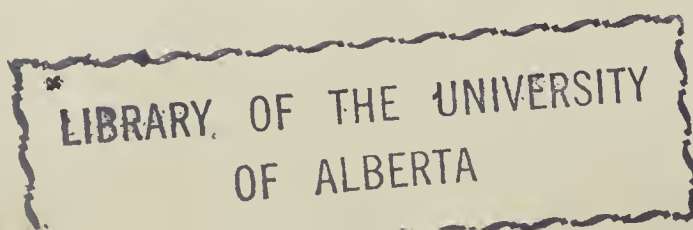
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PRINTED IN CANADA



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## INTRODUCTION

The purpose of the text, as the title suggests, is to present the history of Canada so that pupils will understand the gradual growth and development from the first settlements in this country to the great and powerful nation that Canada has become. The idea is stressed that this growth has not been an accident; it is the result of the struggle, sacrifice, vision, resourcefulness, courage, and toil of those who have gone before us. Among the attitudes which it is hoped will be developed through the study of the history of Canada is a respect for the people who have made our country what it is to-day and a determination to cherish the heritage they have left us and to add to it for future generations. The author has attempted to pay tribute to all the groups and all the cultures which give Canada its national character. It is to be hoped that through a careful study of the history of Canada the pupils will develop attitudes of appreciation for the contribution of the pioneers who opened up our country and a respect for the newcomers who have chosen Canada for their home.

The Guide to the study of each unit is organized under the following headings:

INTRODUCTION

SUMMARY

EVALUATION

QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE  
STUDY OF THE TEXT

ACTIVITIES

TESTS

BOOKS TO READ

The INTRODUCTION places each unit in its proper perspective in relation to the whole text. It is a general guide to the

teacher as to the emphasis which should be placed upon the material, the attitudes which should be encouraged, the understandings which should be acquired by the pupils, and the skills which should be developed.

The SUMMARY gives the teacher a brief outline of the historical material contained in the unit.

The EVALUATION suggests the knowledge which should be gained by the pupils, the attitudes which should be developed, and the understandings which should be acquired from the study of the unit.

It is expected that the pupils will read the text independently. The QUESTIONS are designed to motivate that reading. The practice has been followed of asking pupils to answer questions under certain headings in order that the pupils may develop the habit of organizing their material logically. It is expected that there will be a great deal of oral discussion after the pupils have found the answers to the questions. It is by no means suggested that the answers to all these questions should be written out by the pupils. Wherever possible, when answers are written out, they should be written in outline or in note form. After oral discussion, the pupils should be given an opportunity to check, revise, and amplify their answers.

Suggestions are made for ACTIVITIES in addition to those in the text. The long list of activities in the text and the additional ones in the Guide provide the teacher with an opportunity to choose those activities which will be of most value to the class. It would not be wise to attempt to do all the activities suggested nor would it be wise to consider this list an exhaustive one. Many teachers will think of similar activities which will interest the pupils. The activities suggested give the teacher an opportunity to provide for individual differences among the pupils. Where pupils are divided into groups according to ability, activities making different demands upon the powers of the pupils may be assigned to different groups according to their interests and their needs. Participation in an activity provides a powerful motive, not only for careful re-reading of the text, but also for research and supplementary reading.

Two types of TESTS have been provided, a short answer test which includes map work, and essay questions. These tests may



help the teacher to check the facts learned and to test the ability of the pupils to organize and present material.

At the end of each unit there is a LIST OF BOOKS TO READ. It includes reference material and historical fiction connected with the material presented in the unit. Useful suggestions will be found here for the library list. The Ryerson Readers and the Chronicles of Canada are particularly valuable for the teacher but rather difficult reading material for the average pupil of this grade.

Social Studies is the study of man in relation to his environment, social, physical, and cultural. It includes history, geography, civics, and economics.

The teacher will be aware that this text provides material which should be used to develop (1) a knowledge and appreciation of the history and geography of Canada, and some understanding of how our system of government has developed and how the people of Canada make their living, and (2) reading and study skills. In the preparation of oral and written reports the pupils will receive practice in such skills as selecting the main idea and supporting details, making outlines and notes, making judgements, interpreting the text, and organizing and presenting material.

Research and supplementary reading will widen the interests and broaden the horizons of the pupils and should serve to develop a desire to know all the aspects of a situation before making a judgement. Schools will differ greatly in the amount of material available for research: therefore, the questions, assignments, and suggestions for activities have been so planned that the pupils may receive considerable training in historical method and judgement from their study of the text. The teacher should endeavour to give the pupils sound training in what constitutes historical research. Throughout the text the author has endeavoured to stimulate interest in methods of historical research, e.g., references to diaries, relics that have been discovered, etc. Quotations from original sources have been included in the text. These should make history live for the pupils and may well stimulate further reading and lead to a lasting interest in history.

The author has been careful to distinguish between conjecture and fact, e.g., the Nipigon relics, the ruins of the Norse settlement in Greenland. Nevertheless it is desirable that the imagination of the pupils should be stimulated. They should be encouraged to

recreate scenes from the past as is frequently suggested in the activities on the basis of the facts provided in the text or discovered by research or supplementary reading.

In evaluating each unit the teacher should consider what progress has been made in the reading and study skills, for the development of these skills should be a primary objective of every unit.

A thorough study of the history of Canada demands a knowledge of the geography of Canada. The teacher needs maps, globes, and atlases in the classroom. If possible, for each unit outline maps should be provided on which the pupils may mark places, areas, routes, etc. Accurate outline maps save valuable time and are much more effective in developing a sound knowledge of geography than are free-hand maps.

Films and film strips may be used to great advantage in the Social Studies classes. A pupil may know the facts of a course and be able to reproduce them, yet lack the real understanding which may be obtained from visual aids. Films or film strips can, for example, make real the difficulties of negotiating the Northwest Passage or the problems involved in building a transcontinental railway through the Canadian Shield or through the Rockies in a way that description, however vivid, cannot achieve. Excellent films and film strips are available at the Provincial Departments of Education and at the Regional Headquarters of the National Film Board.

## UNIT I. THE FIRST VISITORS TO CANADA

### INTRODUCTION

This unit provides opportunities to teach the pupils something about the methods of historical research, e.g., how we are learning more about the early history of our own country by excavations of Indian village sites, by the discovery of the Norse weapons at Nipigon, and by the study of the ruins of the Norse settlements in Greenland. It took the white men some time to learn how to satisfy their needs and how to travel in this country. They had to learn many things from the Indians, e.g., the cure for scurvy, the use of canoes and snowshoes. The teacher should help pupils to realize that the Indians and Eskimos were success-



ful in learning how to supply their needs from what they had at hand.

## SUMMARY

When the white men came to North America they found Indians and Eskimos here. The ways in which these people had learned to obtain what they needed are a splendid example of man's ability to adapt himself to his surroundings. Norsemen had settlements in Greenland and on the mainland of North America over nine hundred years ago. Henry VII of England and the merchants of Bristol financed John Cabot in 1497 and 1498 for his voyages to America. The King of France sent Jacques Cartier out three times. Martin Frobisher made three voyages north of Labrador. Sir Humphrey Gilbert attempted to found a colony in Newfoundland. Henry Hudson perished in the bay that bears his name.

These explorers were looking for a water route to Asia. They did not find it. They were failures in the eyes of their contemporaries but we know that they are the men who opened the way to the New World. They did not find the spices, jewels, and gold they were seeking but they started trade in fish and furs which has proved more profitable than the trade in spices would have been.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

How the Indians and the Eskimos lived; what the Canadian Government is doing for them to-day.

Who the following were, why they set out to explore, where they went, and the results of their explorations: Bjarni Herjulfson, Leif the Lucky, Jacques Cartier, John Cabot, Martin Frobisher, John Davis, Henry Hudson.

Who the following were, why they attempted to found settlements, where they established them, and the fate of each settlement: Eric the Red, Thorfinn Karlsefni, Sieur de Roberval, Sir Humphrey Gilbert.

Why the following dates were important: 1000, 1497, 1534, 1583.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for the resourcefulness which made it possible for the Indians and the Eskimos to survive.



Respect for the initiative and courage of the first explorers of our country.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the fact that the white men had to learn from the Indians and the Eskimos how to live in this country.

Understanding of the methods by which we continue to learn more about history, e.g., how we are learning more about the Indians, evidence of Norsemen near Lake Nipigon, the research which determined why the Norse settlement in Greenland disappeared, what makes us believe that sailing vessels had visited Gaspé before Cartier came.

### QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

#### CHAPTER 1. THE FIRST CANADIANS

- 1 Why were the first inhabitants of North America called Indians?
- 2 We do not know where the Indians came from. Where do we believe they came from? Suggest three ways they may have come.
- 3 Why do we know so little about the early history of the Indians?
- 4 How are we learning more about the early history of the Indians?
- 5 What materials did the Indians use to make their weapons?
- 6 For food, clothing and shelter the Indians depended upon the resources of the area in which they lived. What food did the Indians of the St. Lawrence valley have? What food did the wandering tribes depend upon?
- 7 Indian boys and girls did not attend school but they had to learn many skills. Tell what work each member of an Indian family did.
- 8 Describe the clothing of the Indians.
- 9 What is indicated by the fact that some tribes began to embroider and decorate their clothing?
- 10 What does the word Eskimo mean?
- 11 Tell how the Eskimos obtained from hunting and fishing what they needed for food, clothing, and shelter.
- 12 What did the Indians learn from the white man?
- 13 What did the white man learn from the Indians?

- 14 Why are there fewer Indians in Canada now than when the French came?
- 15 What is the Canadian Government doing to help the Indians?
- 16 What is the Canadian Government doing to help the Eskimos?

## CHAPTER 2. THE NORSEMEN

- 1 What evidence have we that Norsemen were in Canada about A.D. 1000?
- 2 Why did the Norsemen become great sailors and pirates?
- 3 Tell the story of the first settlement in Greenland.
- 4 Why did Bjarni Herjulfson cross the Atlantic?
- 5 Mark on a map the route Bjarni Herjulfson is believed to have followed from Iceland to Greenland.
- 6 Mark on a map the route Leif the Lucky is believed to have travelled from Greenland to Vinland.
- 7 What did the Norsemen find in Vinland that they had not had in Greenland?
- 8 Why did Thorfinn Karlsefni come to Vinland?
- 9 Why did Thorfinn and his men abandon Vinland and return to Greenland?
- 10 What is believed to have happened to the colony in Greenland?
- 11 Why was it so long before other explorers followed the Norsemen to America?

## CHAPTER 3. AN ITALIAN ADVENTURER

- 1 Why was the spice trade so important to Europe?
- 2 Where did the people of Europe get their spices?
- 3 What was John Cabot's purpose in setting out on his voyage?
- 4 Who financed Cabot's expeditions?
- 5 Where is Cabot believed to have landed?
- 6 "To the men of his time, Cabot's life seemed, no doubt, a tragic failure." Give two reasons why people thought he was a failure. Give three reasons why we honour Cabot for his achievements.

## CHAPTER 4. THE SEA CAPTAIN OF ST. MALO

- 1 Who was the first man sent by the King of France to explore the new country? What did this explorer achieve?
- 2 Jacques Cartier was the second explorer sent out by the King of France. What instructions did the King give him?



- 3 Mark on a map of Canada the routes followed by Cartier in his three voyages. Use a different coloured pencil or crayon for each.
- 4 Cartier did not find a water route to Asia. What did he learn on his first voyage that made the King of France send him back to the new land?
- 5 What was the purpose of Cartier's third voyage?
- 6 Who was to be the governor of the new colony?
- 7 Give three reasons why Cartier and his men were unwilling to stay in Canada.
- 8 Why were Cartier's voyages considered a failure by the people of his own times?
- 9 Why do Canadians honour Jacques Cartier?

#### CHAPTER 5. THE SEA-DOGS OF ENGLAND

- 1 The French explorers tried to find a route to Asia through America by way of the St. Lawrence. What route did the English choose?
- 2 Frobisher made three voyages. What areas did he explore?
- 3 What did Frobisher bring back to England?
- 4 Why were the English disappointed in the results of Frobisher's explorations?
- 5 What difficulties did Frobisher and his men face?
- 6 Why did Sir Humphrey Gilbert attempt to found a colony in Newfoundland?
- 7 What fate did Sir Humphrey Gilbert suffer?
- 8 What experience had Henry Hudson as an explorer before he set out in the *Discovery* on his last voyage?
- 9 Tell the story of the mutiny on the *Discovery*.
- 10 Mark on the map the routes of Hudson's explorations in America.

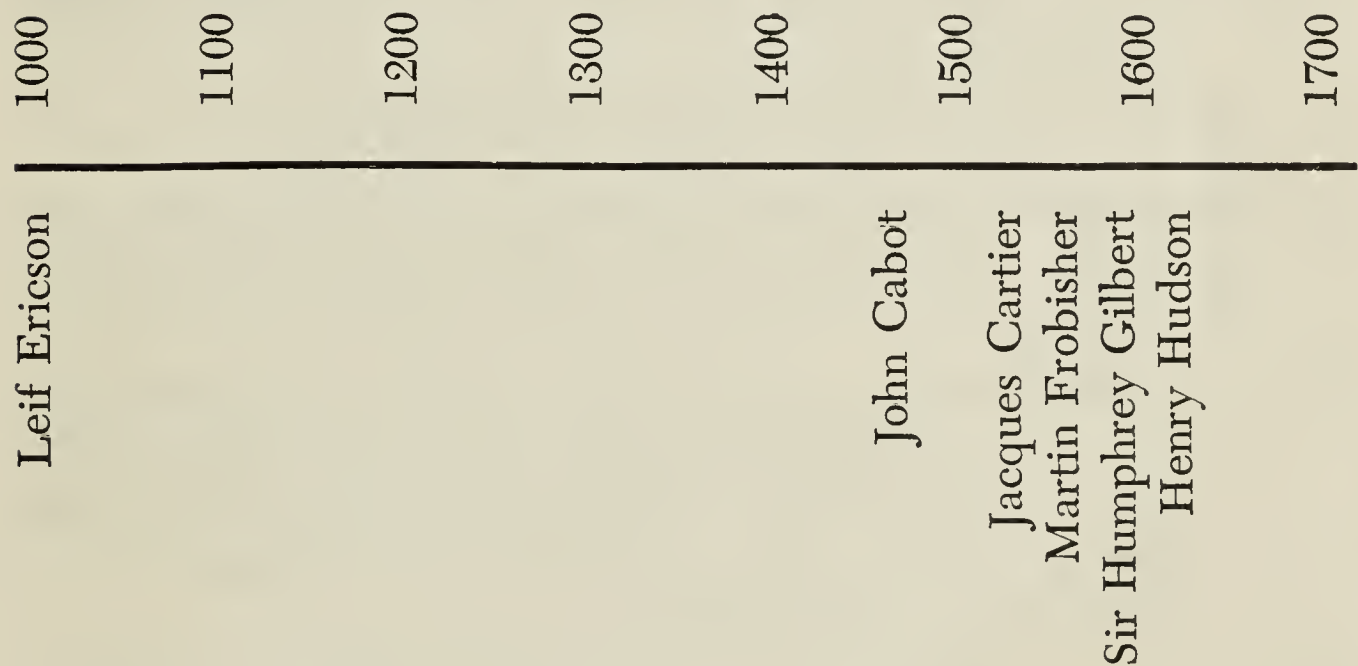
#### ACTIVITIES

- 1 Imagine you are a Norseman who sailed with Eric the Red and later made a voyage to Norway to trade. What goods would you take from Greenland and what would you want in return? Prepare a class report telling the people of Norway about Greenland and Vinland.
- 2 Imagine that you are a Norseman who sailed with Leif the Lucky to Vinland and later went home to Norway. Prepare

a talk such as you might have made to your friends in Norway telling them about Greenland and Vinland.

- 3 What beliefs did most of the people of Europe in the fifteenth century have about geography as to (a) the shape of the earth; (b) the size of the earth; (c) the number of continents; (d) the dangers awaiting sailors who ventured too far.
- 4 One group might present a report such as Cartier might have given the King of France after his first voyage; another a report such as he might have written in his journal describing his voyage up the St. Lawrence in 1535; another an account to friends of the hardships Cartier and his men endured during the winter of 1535-6.
- 5 Europe did not obtain gold, precious jewels, or spices from Canada. What important sources of wealth did they find in Canada? What would they find to-day?
- 6 Start a time line, marking on it the dates of the discoveries and explorations made by Leif Ericson, Cabot, Cartier, Frobisher, and Hudson. This is how to do it. Let ½ inch represent 100 years.

TIME LINE



TESTS

SHORT ANSWER AND MAP TEST

- 5 1 Name five weapons the Indians used before the white men came to Canada.
- 1 2 Who is believed to be the first white man to see the shores of North America?

- 1 3 Who is believed to be the first white man who landed on the shores of North America?
- 6 4 Below are listed dates dealing with early explorations in Canada. Choose the name in the second column related to the date in the first. Mark the correct letter in the blank:
- |                 |                          |
|-----------------|--------------------------|
| 1.....A.D. 1000 | (a) Jacques Cartier      |
| 2.....A.D. 1497 | (b) Sir Humphrey Gilbert |
| 3.....A.D. 1534 | (c) Sir Thomas Button    |
| 4.....A.D. 1567 | (d) Leif the Lucky       |
| 5.....A.D. 1583 | (e) Henry Hudson         |
| 6.....A.D. 1610 | (f) Sieur de Roberval    |
|                 | (g) John Cabot           |
|                 | (h) Thomas Frobisher     |
- 3 5 Name three tribes of Indians that lived around the Great Lakes and the St. Lawrence.
- 1 6 Who was the first Frenchman to spend a winter in Canada?
- 1 7 Who was the first Englishman to attempt to found a settlement in Newfoundland?
- 2 8 Name two English monarchs who encouraged exploration in the new land.
- 1 9 What is the present name of Hochelaga?
- 1 10 What disease killed many of Cartier's men?
- 1 11 What cure had the Indians discovered for this disease?
- 1 12 Where did Cartier erect a cross claiming the land for France?
- 16 13 Mark on a map: Bering Strait, Greenland, Hudson Bay, James Bay, Frobisher Bay, Davis Strait, Strait of Belle Isle, Newfoundland, Prince Edward Island, Cape Breton, Bay of Chaleur, Gaspé, Stadacona, Hochelaga, St. Lawrence River, Ottawa River.

### ESSAY QUESTIONS

- 1 The Indians and the Eskimos learned to use the materials that were close at hand. Describe the weapons, tools, homes, food, clothing of *any one* of (a) the Indians of the West Coast; (b) the Indians of the Prairie; (c) the



- Indians around the Great Lakes; (d) the Eskimos.
- 2 Tell the story of the first settlement in Greenland.
  - 3 Write an account of the voyages of John Cabot, telling what he was looking for; who financed him; the results of his expeditions.
  - 6x10 4 Write an account of Cartier's three voyages, telling why he came; the routes he followed; and the results of his expeditions.
  - 5 "Newfoundland is Britain's oldest colony." Tell the story of Sir Humphrey Gilbert's attempt to found a colony in Newfoundland.
  - 6 Tell the story of Henry Hudson's expedition into Hudson Bay.

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### BOOKS TO READ

*Americans Before Columbus*, E. C. BAITY. Macmillan  
*Breastplate and Buckskin*, G. E. TAIT. Ryerson  
*Canadians of Long Ago*, K. E. KIDD. Longmans Green  
*Day Before Yesterday in America*, BOWDEN, et al. Macmillan  
*Discovery of Canada*, LAWRENCE J. BURPEE. Macmillan  
*He Went with Christopher Columbus*, LOUISE KENT. Thomas Allen  
*He Went with Marco Polo*, LOUISE KENT. Thomas Allen  
*He Went with Vasco da Gama*, LOUISE KENT. Thomas Allen  
*New World Social Studies*, CHATTERTON, et al. Winston  
*Pathfinders of North America*, E. & M. GUILLET. Macmillan  
*Tales the Totems Tell*, H. WEATHERBY. Macmillan  
*World Discovered*, CODE & DANIHER. Dent  
*World Was Wide*, G. E. TAIT. Ryerson

## UNIT II. THE FRENCH IN CANADA

### INTRODUCTION

Parts of this unit are simple stories which should be of interest to the pupils, e.g., the story of Pilotte, the coming of the "King's daughters", St. Martin's Day, the planting of the maypole. They need little explanation. The pupils should be able to read them independently. These stories provide, however, excellent oppor-

tunities for class discussion and practice in oral English. It should not be necessary to have examination questions on this narrative material. Other parts of the unit provide sufficient factual material suitable for examination purposes.

It is important that pupils realize the very great difficulties the first colonists faced.

## SUMMARY

The King of France granted a monopoly of the fur trade first to one man, then to another. De Monts was granted a monopoly of the fur trade in Acadia. Accompanied by Champlain, he established trading-posts, first at St. Croix, then at Port Royal.

Champlain founded the first permanent settlement at Quebec. With him came Louis Hébert. Champlain explored widely to the south and to the north-west. He allied himself with the Hurons, thus incurring the enmity of the Iroquois. In 1629 the English took Quebec but restored it to France in 1632.

Maisonneuve founded Montreal in 1642 as a mission to the Indians. Other missions were established by the Jesuits in the Huron country but these were all destroyed by the Iroquois. When the Iroquois were threatening Montreal, Dollard and sixteen companions made a stand against the enemy at Long Sault. Although all the French youths were killed, their sacrifice was not in vain for the Iroquois were discouraged from attacking the settlement.

In 1663 King Louis of France cancelled the charter of the fur-trading company and established government by the King's officials. The first intendant was Talon and the first bishop was Laval. Both men made great contributions to the development of the colony.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Who the following were and what they did: De Monts, Champlain, David Kirke, Louis Hébert, Maisonneuve, Father Brébeuf, Father Daniel, Father Lalemant, Adam Dollard, Jeanne Mance, Marguerite de Bourgeoys, Mère Marie, Bishop Laval, Talon.

Why the following dates are important: 1606, 1608, 1629, 1642, 1649, 1663.



## ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for the work of the pioneers and explorers of New France.

## UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the great difficulties the Europeans faced when they attempted to establish settlements in the new land.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

## CHAPTER 6. THE FIRST FOOTHOLDS

- 1 Between 1598 and 1607 four unsuccessful attempts were made by the French to establish settlements in the New World. Name the place where each was established, the men who were responsible for each attempt, and the reasons why each settlement failed.
- 2 Mark on a map Sable Island, Saguenay River, St. Croix River, St. Croix, Port Royal, the Bay of Fundy.
- 3 Why did De Monts and Champlain choose St. Croix for their settlement? Give four reasons why it was an unfortunate choice.
- 4 What is the present name of Port Royal?
- 5 What is the country around Port Royal famous for to-day?

## CHAPTER 7. THE FOUNDER OF NEW FRANCE

- 1 Champlain had won renown before he founded Quebec. Make a list of his adventures and achievements.
- 2 Quebec was the first permanent settlement established by the French in New France. Describe the Habitation which Champlain built.
- 3 What difficulties did Champlain have to face?
- 4 On a map of eastern Canada mark in coloured pencil the routes followed by Champlain in 1609, in 1613, in 1615.

## CHAPTER 8. THE WATCH-DOG OF VILLE-MARIE

- 1 What was the purpose of establishing a settlement at Ville-Marie?
- 2 Why did the governor at Quebec try to persuade Maisonneuve to abandon his project?
- 3 What danger continually threatened Ville-Marie?
- 4 Mark Ville-Marie on your map.

## CHAPTER 9. FOR GOD AND CHURCH

- 1 Make an outline of the work of the missionaries among the Hurons. Use this outline to write a summary.
- 2 Mark Midland on your map.

## CHAPTER 10. THE HEROES OF THE LONG SAULT

- 1 Tell what we know about the heroic sacrifice made by Dollard and his companions.
- 2 Who was probably the first person to visit the scene after the struggle?
- 3 What useful purpose did Dollard's sacrifice serve?

## CHAPTER 11. GOVERNMENT BY THE KING'S OFFICERS

- 1 Give five reasons why so few colonists came to New France before 1663.
- 2 What change did the King of France make in the management of New France in the hope of building up the colony?
- 3 Write an account of the work of Laval in New France.
- 4 What steps did Talon take to increase the population of New France?
- 5 List the ways by which Talon tried to make the colony more prosperous.

## CHAPTER 12. LIFE IN NEW FRANCE

- 1 What duties did the seignior owe to the governor? To his habitants?
- 2 Write a short paragraph about the work of each of the following: Father Le Jeune, Mère Marie, Jeanne Mance, Marguerite de Bourgeoys.
- 3 Who were the coureurs de bois?
- 4 Why did the authorities disapprove of the coureurs de bois?
- 5 What penalties were there for being a coureur de bois?
- 6 What contributions did the coureurs de bois make to the growth of the colony?

## ACTIVITIES

- 1 Imagine you were one of the eight survivors of the first winter in Quebec. Write a letter home to a brother in France telling him about the establishment of the settlement and the hardships of the winter.
- 2 Make a mural depicting the story of Quebec from 1608 to 1635.

- 3 Dramatize "The King's Daughters" in six scenes: (1) the selection of suitable girls; (2) the King bidding them farewell; (3) a scene on board ship; (4) the arrival at Quebec; (5) the Mother Superior interviewing a bachelor; (6) the bachelor choosing a bride.
- 4 Make a mural depicting life in New France.
- 5 Imagine you are a seignior in New France. Write a letter to a cousin in France advising him to come but warning him of the difficulties he may have to face.
- 6 Maisonneuve's choice of a site for Ville-Marie was a good one. If he were to visit Montreal to-day what proofs would he find that his choice was wise?
- 7 Add to your time line the dates of the establishment of the colonies at St. Croix and Port Royal, the founding of Quebec, the capture of Quebec by David Kirke, the restoration to the French, the founding of Montreal, the destruction of the Huron Missions, the establishment of government by the King's Officers.

## TESTS

### SHORT ANSWER AND MAP TEST

- 6 1 Choose the item in the second column which is related to the place named in the first column. Put the correct letter in the blank.
 

1.....Ville-Marie	(a) The graveyard of the
2.....Quebec	Atlantic
3.....Sable Island	(b) Nova Scotia
4.....Port Royal	(c) Halifax
5.....Ste. Marie	(d) Midland
6.....Acadia	(e) Three Rivers
	(f) The place where the
	river narrows
	(g) Annapolis
	(h) Montreal
- 9 2 Choose the name in the second column related to the item in the first column. Put the correct letter in the blank.
 

1.....the first farmer	(a) Talon
in New France	



- |   |                                |
|---|--------------------------------|
| 2.....the hero of the<br>Long Sault                                   | (b) Champlain                  |
| 3.....the founder of<br>Port Royal                                    | (c) Laval                      |
| 4.....the man who<br>found the evidence of<br>the Long Sault struggle | (d) Louis Hébert               |
| 5.....the first Euro-<br>pean to suggest the<br>Panama Canal          | (e) Marguerite<br>de Bourgeoys |
| 6.....the head of<br>the first hospital in New<br>France              | (f) De Monts                   |
| 7.....a Jesuit martyr   | (g) Radisson                   |
| 8.....one of the first<br>teachers in Montreal                        | (h) Madame<br>de la Peltrie    |
| 9.....the first inten-<br>dant in New France                          | (i) Brébeuf                    |
|   | (j) Jeanne Mance               |
|   | (k) Adam Dollard               |

- 1 3 In what year was Quebec founded?
- 1 4 Who led the English expedition which took Quebec in 1629?
- 1 5 Who was the founder of Ville-Marie?
- 1 6 What was the date of the founding of Ville-Marie?
- 1 7 Was Ville-Marie founded as a (a) trading-post, (b) mission, (c) military post?
- 3 8 Name three Jesuits who suffered martyrdom in Canada.
- 2 9 Name two important social events in the yearly life of the habitant and seignior.
- 1 10 Who was the first bishop of New France?
- 19 11 Mark on a map of eastern Canada: Champlain's routes in 1608 and in 1615, Quebec, Montreal, Three Rivers, Lake Champlain, Richelieu River, Ottawa River, Georgian Bay, Tadoussac, Saguenay River, St. Croix, Port Royal, Sable Island, Bay of Fundy, Midland, Lake Nipissing, Lake Simcoe, Lake Ontario.
- 1 12 Who attempted to found a colony on Sable Island?
- 1 13 What tribe of Indians became allies of the French?

- 1 14 What tribe of Indians became enemies of the French?
- 1 15 Who took the first census in New France?
- 1 16 Who objected to the sale of brandy to the Indians?

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### ESSAY QUESTIONS

- 1 Tell the story of Dollard and his companions under these headings: (a) why they undertook the venture, (b) what happened, (c) what was gained by their sacrifice.
- 2 Champlain has been called the "Founder of New France". Write an account of his work telling about (a) the founding of Quebec, (b) his explorations, (c) his relations with the Indians.
- 5x10 3 Write an account of the Jesuit missions among the Hurons.
- 4 "Talon was the first and best intendant." What did Talon do to make New France grow and prosper?
- 5 Write a description of the life of *any one* of (a) a seignior, (b) a habitant, (c) a coureur de bois, telling about their homes, their food, their clothing, their work, their amusements.

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### BOOKS TO READ

*Bishop Laval*, H. E. WILLIAMS. Ryerson Reader  
*Breastplate and Buckskin*, G. E. TAIT. Ryerson  
*Canadian Heroines of Pioneer Days*, M. B. MCKINLEY. Longmans Green  
*Changing Canada, Vol. 1: Fish, Fur and Adventure*, MARY Q. INNIS. Clarke Irwin  
*Drums in the Forest*, A. DWIGHT. Macmillan  
*Finding New Homes in Canada*, E. GUILLET & J. McEWEN. Nelson  
*Jeanne Mance*, G. E. TAIT. Ryerson  
*Maisonnette*, LORNE PIERCE. Ryerson Reader  
*Marguerite de Bourgeoys*, F. O. CALL. Ryerson Reader  
*Maria Chapdelaine*, L. HEMON. Macmillan  
*Mère Marie de l'Incarnation*, B. DAVIES. Ryerson Reader  
*New World Social Studies*, CHATTERTON, et al. Winston

*Painted Arrow*, F. GAITHER. Macmillan

*Père Joques*, ISABEL SKELTON. Ryerson Reader

*Picture Gallery of Canadian History*, Vol. I, C. W. JEFFERYS.  
Ryerson

*Picture History of Canada*, J. McEWEN & K. MOORE. Nelson

*Shadows on the Rock*, WILLA CATHER. McClelland & Stewart

*Talon*, H. E. WILLIAMS. Ryerson Reader

### UNIT III. FUR-TRADERS OPEN UP THE CONTINENT

#### INTRODUCTION

The teacher should explain that the early explorers fell into two groups. There were those, like Champlain, La Salle, and La Vérendrye, who had a burning desire to explore. They used the fur trade to help finance their explorations. Others, such as Radisson and Groseilliers, were concerned about making money from the fur trade. In their search for furs, however, they opened up new territory.

The pupils should gain increased understanding of the methods of historical research, e.g., Radisson's journal, the La Vérendrye leaden plate, François de la Vérendrye's journal. They should also appreciate the relation between trade and the development of a new country.

#### SUMMARY

To the fur-traders belongs the credit for most of the exploring of the new land. Champlain sent young men to live with the Indians to learn their language and customs. One of these young men, Nicholas Vignau, lied to Champlain, declaring that he had found the North Sea. Another, Etienne Brulé, is believed to have travelled west as far as Lake Superior and south as far as Chesapeake Bay. Nicolet visited the Indians west of Lake Michigan and convinced them that they should bring their furs down to Three Rivers.

Radisson and Groseilliers persuaded the English to found the Hudson's Bay Company. La Salle followed the Mississippi to its mouth. La Vérendrye and his sons hoped to reach the Western Sea. They established posts in what is now western Ontario and Manitoba and are believed to have seen the Rocky Mountains.



## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Who Vignau, Brulé, Nicolet, Radisson, Groseilliers, La Salle, La Vérendrye were; why they explored new territory, where they went; the results of their explorations.

Why the following dates are important: 1634, 1670, 1682, 1731.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for the courage and resourcefulness of the men who first explored our country.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Increased understanding of the methods of historical research: e.g., Radisson's journal, the La Vérendrye leaden plate, François de la Vérendrye's journal.

Increased understanding of the relation between trade and the development of a country.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 13. CHAMPLAIN'S YOUNG MEN

- 1 Why did Champlain send young men to live with the Indians?
- 2 What details did Vignau relate to Champlain to make him believe that he had seen the North Sea?
- 3 How did Champlain find out that Vignau was lying to him?
- 4 What was Vignau's punishment?
- 5 What instructions did Champlain give Brulé?
- 6 What areas is Brulé believed to have explored?
- 7 Why have we so little definite information about Brulé's explorations?
- 8 Why was Champlain so disappointed in Brulé and Marsolet?
- 9 How do we know that Champlain still hoped that one of his young men would reach Asia?
- 10 Tell in your own words how the Indians received Nicolet.
- 11 Mark on your map the route followed by Champlain and Vignau; the area believed to have been explored by Brulé; the area visited by Nicolet.

### CHAPTER 14. THE FOUNDING OF THE HUDSON'S BAY COMPANY

- 1 What experience did Radisson have which prepared him for trading with the Indians?

- 2 Name ten items which the fur-traders took when they went to trade with the Indians.
- 3 What is our source for our knowledge of Radisson's explorations?
- 4 Mark on your map the area Radisson and Groseilliers are believed to have visited on their first trip into the West.
- 5 Mark on your map the route followed by the *Nonsuch*.
- 6 Mark on your map Fort Charles (later called Rupert's House), Fort Albany, Severn House, Fort Nelson, Fort Churchill (near which Prince of Wales Fort was later built), the Churchill, Nelson, Albany, Moose, Severn and Rupert Rivers.
- 7 Why did Radisson and Groseilliers seek help from the English?
- 8 What powers did the Hudson's Bay Company receive by its charter?

#### CHAPTER 15. THE UNLUCKY SEIGNIOR OF CHINA

- 1 How did Lachine, a suburb of Montreal, get its name?
- 2 "La Salle travelled farther into the interior of North America than any white man before his time." Outline La Salle's exploration and mark the area he explored on your map.
- 3 "Few men have ever been as unlucky as La Salle." Give five reasons to prove this statement true.

#### CHAPTER 16. THE SHINING MOUNTAINS

- 1 What evidence have we that François and Louis de la Vérendrye were in South Dakota?
- 2 Trace on a large map of Canada the route later called the Grand Portage.
- 3 What led La Vérendrye to hope that he was near the Western Sea?
- 4 What difficulties and discouragements did La Vérendrye meet?
- 5 La Vérendrye and his sons have several firsts to their credit. Name five of them.
- 6 Mark the areas explored by La Vérendrye and his sons on your map.



## ACTIVITIES

- 1 One group might be responsible for putting a map of North America on the blackboard and entering in coloured chalk the routes and areas explored by the fur-traders, e.g., the route followed by Champlain and Vignau, the area believed to have been explored by Brulé, the area visited by Nicolet, the route followed by Radisson and Groseilliers to the west on their first expedition, the route of the *Nonsuch*, the route followed by La Salle in his exploration of the Mississippi, the Grand Portage, the areas explored by La Vérendrye and his sons.

At the same time each pupil should mark these routes on his own map.

- 2 Dramatize the story of Vignau in three scenes:
  - (1) Vignau's report to Champlain;
  - (2) The discovery of Vignau's deceit;
  - (3) Vignau's confession before the traders.
- 3 Present a scene in which Champlain gives instructions to one of the young men he sent out to live among the Indians.
- 4 Dramatize Champlain's interview with Brulé and Marsolet when he discovered that they had come with David Kirke.
- 5 Write a letter which Rawlinson might have written to a friend after his discovery of Radisson's journal.
- 6 Class reports may be made by one pupil or by a group on some of the following:
  - 1 Daniel du Lhut, another famous coureur de bois;
  - 2 Pierre le Moyne d'Iberville, a valiant leader of the French against the English;
  - 3 Father Marquette and Joliet, explorers of part of the Mississippi;
  - 4 Father Hennepin, who accompanied La Salle on some of his explorations and wrote accounts of their adventures;
  - 5 Tonti of the Iron Hand, La Salle's trusted lieutenant.
- 7 Add to your time line the dates of Nicolet's expedition to the West, of the founding of the Hudson's Bay Company, of La Salle's arrival at the mouth of the Mississippi, of La Vérendrye's first expedition to the West, of the La Vérendrye brothers' expedition to the "Shining Mountains".

## TESTS

## SHORT ANSWER TEST

- 5      1 Choose the item in the second column related to the item in the first column. Put the correct letter in the blank.

1.....	Kingston	(a)	Fort La Reine
2.....	Winnipeg	(b)	Fort Prince of Wales
3.....	Portage la Prairie	(c)	Fort Maurepas
4.....	Churchill	(d)	Fort Cataraqui
5.....	Rupert's House	(e)	Fort Rouge
		(f)	York Factory
		(g)	Fort Charles

- 6      2 Choose the name in the second column related to the item in the first column. Put the correct letter in the blank.

1.....	A traitor to France	(a)	Prince Rupert
2.....	Mr. Radishes	(b)	Hattie Foster
3.....	An explorer of the Mississippi	(c)	Nicolet
4.....	A founder of the Hudson's Bay Com- pany	(d)	Brulé
		(e)	Groseilliers
		(f)	Marquette
5.....	"The most shameless liar ever born"	(g)	Vignau
		(h)	Radisson
6.....	A contributor to our knowledge of west- ern exploration		

- 1      3 Who was the first white man to trade with the Indians in the Green Bay area?
- 1      4 What English king granted the charter to the Hudson's Bay Company?
- 1      5 Who was the first white man to reach the mouth of the Mississippi?
- 2      6 Name the two Frenchmen who persuaded the English to found the Hudson's Bay Company.
- 1      7 Who are believed to have been the first white men to see the Rocky Mountains?
- 1      8 What route did La Vérendrye follow west from Lake Superior?

- 2      9 Give the dates of  
          (a) the founding of the Hudson's Bay Company;  
          (b) the discovery of the mouth of the Mississippi.
- 20    10 On an outline map of North America mark: the St. Lawrence River, the five Great Lakes, the Ottawa River, the Mississippi River, the Red River, Lake Winnipeg, the Churchill River, the Nelson River, Hudson Bay, James Bay, the Kaministiquia River, the Rocky Mountains, La Salle's route to the mouth of the Mississippi, La Vérendrye's sons' route to the foothills of the Rockies.

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## ESSAY QUESTIONS

- 1 "Fur trade financed exploration." Write a paragraph explaining this statement. Give three examples to prove the statement true.
- 2 Name three young men Champlain sent out to live with the Indians. Tell the story of *any one* of them.
- 3 "Few men have ever been as unlucky as La Salle." Tell the story of his explorations.
- 6x10    4 Write an account of the founding of the Hudson's Bay Company.
- 5 If you were setting out with Radisson list ten articles you would take for trade with the Indians.
- 6 Write an account of the explorations made by La Vérendrye and his sons, stating clearly the areas they explored and the difficulties they encountered.

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## BOOKS TO READ

*Adventurers of England on Hudson's Bay*, AILEEN GARLAND.  
 Copp Clark

*Cadillac*, AGNES C. LAUT. Ryerson Reader

*Company of Adventurers*, L. H. THARP. Little, Brown

*Daniel du Lhut*, B. DAVIES. Ryerson Reader

*Discovery of Canada*, LAWRENCE J. BURPEE. Macmillan

*Etienne Brulé*, J. H. CRANSTON. Ryerson

*La Salle*, MARGARET LAWRENCE. Ryerson Reader



*Painted Arrow*, F. GAITHER. Macmillan

*Pathfinders of North America*, E. & M. GUILLET. Macmillan

*Pathfinders of the West*, AGNES C. LAUT. Macmillan

*Père Marquette*, AGNES C. LAUT. Ryerson Reader

*Picture Gallery of Canadian History*, Vol. I, C. W. JEFFERYS.  
Ryerson

*Pierre Radisson*, LAWRENCE J. BURPEE. Ryerson Reader

*Young Fur Traders*, R. M. BALLANTYNE. Art & Educational  
Publishers

## UNIT IV. THE FIGHT FOR NORTH AMERICA

### INTRODUCTION

The quotation in the text from "The Battle of La Prairie" should set the tone for this unit. It is of the utmost importance that the pupils develop an objective attitude in regard to all history, especially in regard to wars. They should realize that right is not all on one side, that both sides fight bravely for what they believe to be right and that brave soldiers respect brave opponents.

### SUMMARY

From the earliest years of the settlements in America the British and French were at war from time to time. They struggled for possession of Acadia and Newfoundland and for control of Hudson Bay and the Ohio Valley. Quebec was attacked four times and fell twice to the British. Indian allies of both nations terrorized the settlers. The final conflict was the Seven Years' War, at the end of which Canada was ceded to Britain.

### EVALUATION

#### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Why the conflict between the French and British in America was inevitable; what advantages and disadvantages each side had in the struggle; the areas for which they fought, and the areas in which the fighting took place; who these persons were and what they did—David Kirke, Frontenac, Sir William Phips, Pierre le Moyne d'Iberville, Braddock, Governor Lawrence, Wolfe, Moncalm; the location of the chief forts where fighting took place.

Why the following dates are important: 1713, 1749, 1756-63, 1759.

## ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for the ambitions of both the French and the British and for their courage in battle.

## UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the contribution made by the French and the British to the early development of Canada.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

CHAPTER 17. THE FRENCH AND THE BRITISH STRUGGLE  
FOR CONTROL OF THE NEW LAND

- 1 North America is a large continent. Why was it not possible for the English and the French to live there side by side in peace?
- 2 For what four areas did the two nations struggle?
- 3 Why did Champlain choose Quebec for the site of the first settlement in New France?
- 4 Outline the relations between the French and the British during Frontenac's time under the following headings: (a) the cause of the fighting, (b) Frontenac's attacks on the English settlements, (c) the New Englanders' attacks on Port Royal and Quebec, (d) D'Iberville's attacks on Newfoundland, (e) the struggle on Hudson Bay.
- 5 When war broke out again the British were more successful. What permanent gains did they make in 1713? What privileges were given to the French?
- 6 Why was Louisbourg built?
- 7 Tell the story of the capture of Louisbourg in 1745.

## CHAPTER 18. THE FINAL CONFLICT

- 1 How did the French dreams of empire threaten the British settlements?
- 2 In this struggle each side had certain advantages and disadvantages. List the advantages and disadvantages the French had and also those of the British.
- 3 On a map mark the four areas in which fighting took place during the Seven Years' War.
- 4 Mark on your map Fort Frontenac, Fort Duquesne, the Ohio River, and the Allegheny Mountains.



- 5 Why was control of the Ohio Valley so important to the French?
- 6 Tell the story of Braddock's defeat.
- 7 Mark on your map Lake Champlain, the Richelieu River, Fort Chambly, Crown Point, Fort William Henry.
- 8 Tell the story of the expulsion of the Acadians.
- 9 Why was the expulsion of the Acadians necessary?
- 10 When the tide of battle turned in favour of the British they captured four key forts. Name them.
- 11 Tell the story of the capture of Quebec.
- 12 The British attacked Quebec four times. Twice they took it, twice they were unsuccessful. Give the date of each attack, the name of the British leader who made the attempt, and state which ones were successful.

## ACTIVITIES

- 1 Read the account of the story of Madeleine of Verchères in *Madeleine Takes Command*, by E. C. Brill or in *Canadian Heroines of Pioneer Days*, by M. B. McKinley and dramatize the story of her defence of her home, or make a mural depicting the events.
- 2 Read the account of Pierre le Moyne d'Iberville by R. McL. Rogers in the Ryerson Reader and make a report to the class about his exploits.
- 3 Make a mural of the capture of Quebec in 1759. You might use the following scenes: Wolfe's camp at Lévis, Wolfe studying a map of the area, the unsuccessful attempt to land at Montmorency, the British scaling the heights at Wolfe's Cove, the Battle of the Plains of Abraham, the monument to Wolfe and Montcalm.
- 4 Add to your time line the dates of the surrender by France of all claims to Newfoundland, Acadia, and Hudson Bay; the founding of Halifax; the Seven Years' War; the capture of Quebec by Wolfe.

## TESTS

### SHORT ANSWER AND MAP TEST

- 14      1 On a map mark Lake Champlain, the Richelieu River, Louisbourg, Cape Breton, Acadia, Fort Frontenac, Fort Duquesne, the Ohio River, Fort Chambly, Crown Point, Fort William Henry, Quebec, Lévis, Montreal.



- 4     2 The French and the British struggled for possession of four areas in America. Name them.
- 2     3 What two areas were handed over to the British in 1713?
- 4     4 In order to obtain control of the French possessions in America the British had to capture these four important sites, Louisbourg, Quebec, Fort Frontenac, Fort Duquesne. Write them in the order of the dates at which they were taken.
- 6     5 Choose the name in the second column related to the item in the first column. Put the correct letter in the blank.
- |   |                          |
|---|--------------------------|
| 1.....the governor who defended Quebec against Sir William Phips                | (a) Wolfe                |
| 2.....the leader of the raids against Newfoundland                              | (b) Braddock             |
| 3.....the European leader who was defeated by Indian warfare in the Ohio Valley | (c) George Washington    |
| 4.....the general in command of the French forces in the Seven Years' War       | (d) Le Moyne d'Iberville |
| 5.....the man who ordered the expulsion of the Acadians                         | (e) Montcalm             |
| 6.....the general who figured out a way to take Quebec                          | (f) Marquis de Vaudreuil |
|   | (g) Frontenac            |
|   | (h) Gov. Lawrence        |

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### ESSAY QUESTIONS

- 1 Quebec is one of the world's great natural fortresses. Tell why this statement is true. The British attacked it four times and took it twice. How did they succeed in taking this great fortress?
- 3x10   2 During the Seven Years' War it would have been hard to tell which side would win. State the advantages and disadvantages each side had.
- 3 Tell the story of the taking of Quebec.

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**BOOKS TO READ**

*Canadian Heroines of Pioneer Days*, M. B. McKINLEY. Longmans  
Green

*Drums in the Forest*, A. DWIGHT. Macmillan

*Evangeline*, H. W. LONGFELLOW. Macmillan

*Famous Canadian Stories*, D. FRENCH. McClelland & Stewart

*Golden Dog*, W. KIRBY. Macmillan

*Last of the Mohicans*, J. F. COOPER. Dodd Mead

*Madeleine de Verchères*, E. T. RAYMOND. Ryerson Reader

*Madeleine Takes Command*, E. C. BRILL. McGraw-Hill

*Marquis de Montcalm*, J. S. SUTHERLAND. Ryerson Reader

*Old Fort Prince of Wales*, M. H. T. ALEXANDER. Ryerson Reader

*Picture Gallery of Canadian History*, Vol. I, C. W. JEFFERYS.  
Ryerson

*Picture History of Canada*, J. McEWEN & K. MOORE.  
Thomas Nelson

*Pierre Le Moyne d'Iberville*, R. McL. ROGERS. Ryerson Reader

*Pontiac and the Siege of Detroit*, T. G. MARQUIS. Ryerson Reader

*Sieges of Quebec (French)*. Ryerson Reader

**UNIT V. CANADA UNDER THE BRITISH FLAG****INTRODUCTION**

This unit provides further opportunities for helping the pupils to develop an objective attitude in regard to history. They should realize that there are two sides to every story and that conquerors have an obligation to see that justice is done to a conquered people.

Pupils are usually interested in pioneer life and may be led through a study of these chapters to appreciate the heroic efforts made by the pioneers to establish new homes in Canada.

**SUMMARY**

At the time of the conquest the British did not expect that many British settlers would come to Canada. They encouraged the French to remain and treated them generously. A few merchants came to Canada and a few settlers came to Nova Scotia. The influx of Loyalists after the American War of Independence increased the population. Col. Simcoe organized the government



in Upper Canada, built roads, and invited settlers to that area. The War of 1812-14 came about largely as a result of (1) the French and British interference with trade, (2) Britain's insistence upon the right to search American ships for deserters from the British navy, and (3) the desire of the Americans to gain the rich farm lands of Upper Canada. Many Americans believed that the Canadians would be glad to be set free from the rule of Great Britain but to their surprise the Canadians resisted bravely. The war ended in a draw. After the war new settlers came to Canada and the Maritime Provinces from Scotland, England, and Ireland. Lord Selkirk, John Galt, Peter Robinson, and Col. Tom Talbot helped to establish the new settlements.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Pupils should know how the British treated the French after the Seven Years' War; who the Loyalists were, where they settled, and the hardships they endured; the contribution of Col. Simcoe to the development of Upper Canada; the reasons for the War of 1812-14 and the results of it; why settlers came to Canada from Britain, where they settled and how they made new homes in Canada; who the following were and what makes them important: General Murray, George Washington, Tecumseh, Col. Simcoe, Sir Isaac Brock, Laura Secord, Lord Selkirk, John Galt, Peter Robinson, Col. Tom Talbot.

Why the following dates are important: 1783-4, 1793, 1812-14.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

An attitude of fair-mindedness growing out of the ability to see both sides of a question.

Respect for the contribution made by the pioneers and respect for present-day newcomers who are making new homes in Canada.

Respect for men who defend their homeland.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

How trade affects relations between countries, e.g., the causes of the War of 1812. Increased understanding of the value of historical sources, e.g., Mrs. Simcoe's diary, quotations from the diaries of the Loyalists.



## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 19. JUSTICE TO A CONQUERED PEOPLE

- 1 The British did not value Canada for its own sake. Why did they consider it necessary to gain control over Canada?
- 2 The British treated their conquered enemies fairly. Give proofs of this.
- 3 Why did the first British settlers come to Canada?
- 4 Tell the story of the founding of Halifax.
- 5 "There was a beginning of a sturdy British community in Nova Scotia before the conquest of Canada." Where did these settlers come from?

### CHAPTER 20. THE LOYALISTS FIND NEW HOMES

- 1 Why did the Thirteen Colonies break away from Britain?
- ② Who were the Loyalists?
- ③ Why did the Loyalists come to Canada?
- 4 Mark on a map the areas which the Loyalists settled.
- 5 What new provinces were formed as a result of the coming of the Loyalists?
- 6 "The Loyalists did not have an easy time." What treatment did they receive from the American victors? What hardships did they endure in travelling to British North America, and in establishing new homes? What help did they receive from Great Britain?
- 7 Describe life in a Loyalist settlement.
- 8 Why do we honour the Loyalists?

### CHAPTER 21. JOHN GRAVES SIMCOE, BUILDER OF UPPER CANADA

- 1 What contribution did Mrs. John Simcoe make to history?
- 2 Why did Simcoe disapprove of Newark as a capital?
- 3 Write an account of the founding of York (Toronto).
- 4 "Upper Canada was very fortunate in its first lieutenant-governor." List four reasons why Simcoe has been called the "Father of Upper Canada".

### CHAPTER 22. CANADA AT WAR WITH HER NEIGHBOUR

- ① How did the war in Europe cause trouble between Britain and the United States?
- 2 Why did the British search American ships on the high seas?
- 3 Why did their difficulties with Tecumseh make the Americans angry with the British?

- 4 Why did some Americans want to take Upper Canada?
- 5 Why did the Americans think it would be easy to take Canada?
- 6 What states opposed the war?
- 7 Give five reasons why the war was more difficult than the Americans expected.
- 8 What mistakes did the Americans make in their campaign?
- 9 What brought the war to an end?
- 10 What arrangement was made to settle future boundary disputes between Canada and the United States?

#### CHAPTER 23. THE RISING TIDE OF IMMIGRATION

- 1 Give three reasons why settlers were eager to leave Great Britain to come to Canada.
- 2 Mark on a map of Eastern Canada the areas settled by the newcomers.
- 3 Name four men who helped the settlers establish new homes in Canada.
- 4 Tell the story of Col. Tom Talbot.
- 5 Write a description of life in Upper Canada in pioneer days under the following headings: (a) homes, (b) food, (c) clothing, (d) housekeeping, (e) clearing the land, (f) neighbourly help.

#### ACTIVITIES

- 1 Mrs. Simcoe wrote a diary while she was with Col. Simcoe in Upper Canada. Imagine you were with Col. and Mrs. Simcoe. What might you have written in a diary during one week?
- 2 Imagine you are a boy living on a pioneer farm in Glengarry county. Write a letter to a cousin in Scotland describing a day in your life.
- 3 Imagine you are a settler on one of Col. Tom Talbot's farms. Write a letter to a brother in London, England, who has asked your advice about coming to Canada.
- 4 Imagine you are the wife of a pioneer in Upper Canada. Write a letter to your mother in the Old Country describing your home and telling how the women made the clothing, and how they did the cooking.
- 5 Make a mural showing the Loyalists at work in the fields. The illustration on p. 159 will help you.



- 6 Add to your time line the dates of the coming of the Loyalists, the founding of York (Toronto), the War with the Americans.

## TESTS

### SHORT ANSWER AND MAP TEST

- 18      1 Mark on a map Halifax, York, Ottawa, Newark, Kingston, London, Ont., Saint John, N.B., Fredericton. Shade in six areas the Loyalists settled, and with a different coloured pencil shade in four areas settled by people who came from Great Britain.
- 18      2 In a sentence tell what each of these contributed to the story of Canada: Tecumseh, General Murray, Sir Isaac Brock, Col. Tom Talbot, Lord Selkirk, Peter Robinson, Laura Secord, John Galt, Col. John Simcoe.
- 1      3 When did Canada become British?
- 1      4 When did the United States gain its independence from Great Britain?
- 1      5 In what year did the war between the United States and Canada end?
- 1      6 What was the original name of Toronto?

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### ESSAY QUESTIONS

- 1 Why did so many French remain in Canada after the Seven Years' War?
- 2 What were the causes and results of the War of 1812-14?
- 3 Col. Simcoe has been called the "Father of Upper Canada". Why does he deserve this title?
- 4 Why did the Loyalists come to Canada? Describe the hardships they endured. What did the British Government do to help the Loyalists?
- 6x10      5 What made so many people come to Canada from Great Britain during the period from 1830 to 1850? Where did they settle?
- 6 Describe *any one* of these days in the life of a pioneer Canadian family: a berry-picking expedition, a barn-raising bee, sugaring-off.

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## BOOKS TO READ

*Authentic Letters from Upper Canada*, T. RATCLIFF (ed).

Macmillan

*Barbara Heck*, BLANCHE HUME. Ryerson Reader

*Battlefields of 1813*, T. G. MARQUIS. Ryerson Reader

*Battlefields of 1814*, T. G. MARQUIS. Ryerson Reader

*Canada Company*, J. E. WETHERELL. Ryerson Reader

*Col. Thomas Talbot*, FRED LANDON. Ryerson Reader

*Famous Canadian Stories*, D. FRENCH. McClelland & Stewart

*John Graves Simcoe*, C. A. GIRDLER. Ryerson Reader

*Joseph Brant*, T. G. MARQUIS. Ryerson Reader

*Naval Warfare on the Great Lakes*, T. G. MARQUIS.

Ryerson Reader

*Pioneer Life*, E. C. GUILLET. Ont. Pub. Co.

*Pioneer Settlements*, E. C. GUILLET. Ont. Pub. Co.

*Pioneer Social Life*, E. C. GUILLET. Ont. Pub. Co.

*Pioneer Travel*, E. C. GUILLET. Ont. Pub. Co.

*Raiders of the Mohawk*, O. MILLER. Macmillan

*Roughing It in the Bush*, SUSANNA MOODIE. McClelland & Stewart

*Story of the United Empire Loyalists*, A. TRUEMAN. Copp Clark

*Strickland Sisters*, BLANCHE HUME. Ryerson Reader

*Tecumseh*, LLOYD ROBERTS. Ryerson Reader

## UNIT VI. UNROLLING THE MAP TO THE NORTH AND WEST

### INTRODUCTION

As the title of this unit suggests, a great deal of geography is involved. We have here accounts of fifteen explorers and two administrators, Lord Selkirk and James Douglas, all of whom played an important part in unrolling the map to the North and West. Their stories are full of interesting detail. As in Units I and III the pupils should be encouraged to read supplementary material about the explorers discussed in the book and about others of the same period who are not mentioned in the book, e.g., Alexander Henry, Peter Pond, etc. This unit offers excellent opportunities for group reports in which different groups report on different explorers, basing their reports on the text and on supplementary reading. This unit will require more time than the number of pages indicates.

## SUMMARY

Kelsey, Henday, and Hearne went inland from Hudson Bay. Vitus Bering came from Russia to the Aleutian Islands and Alaska. Cook and Vancouver came from England to the Pacific Coast. Sir John Franklin perished in the Arctic on his expedition to chart the North-West Passage. Alexander Mackenzie reached both the Arctic and the Pacific coasts from Fort Chipewyan. Simon Fraser explored the Fraser River. David Thompson followed the Columbia from its source to its mouth.

Lord Selkirk established a colony at Red River. Gold was discovered in British Columbia and Sir James Douglas maintained law and order during the gold-rush period.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Who the following were and where and when they explored: Henry Kelsey, Anthony Henday, Samuel Hearne, Vitus Bering, Alexander Mackenzie, Juan de Fuca, Captain Cook, Captain Vancouver, Simon Fraser, David Thompson, Sir John Franklin, Roald Amundsen, Sergeant Henry Larsen; the contribution to the development of Canada made by Lord Selkirk and Sir James Douglas; the rivalry between the Hudson's Bay Company and the North West Company and the settlement of the rivalry; the story of the Russian fur-traders on the West Coast and the sale of Alaska to the United States; the history of the Selkirk settlement, and the gold rush in British Columbia.

Why the following dates are important: 1690, 1770, 1776, 1789, 1792, 1793, 1808, 1811, 1812, 1821, 1858.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for the courage and daring of the men who explored the north and west.

Respect for the courage and resourcefulness of the pioneers.

Respect for laws, e.g., conservation.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Further understanding of the use of source material, e.g., Kelsey's diary, Alexander Mackenzie's *Voyages*.

Understanding of the inevitable rivalry between fur-traders and settlers.



Recognition of the importance of government, e.g., Douglas in the gold rush.

Understanding of the need for conservation of forests, fisheries, and game.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 24. HUDSON'S BAY MEN GO INLAND

- 1 Why was the Hudson's Bay Company so slow in sending men inland to trade with the Indians?
- 2 How old was Henry Kelsey when he came to Fort York?
- 3 What work was Kelsey expected to do and what pay did he receive?
- 4 What rules of the Hudson's Bay Company did Kelsey frequently break?
- 5 How did Kelsey's disobedience turn out to be valuable to Kelsey and to the company?
- 6 What were Kelsey's first two important expeditions?
- 7 In 1690 Kelsey went inland to the country of the Assiniboine Indians. Tell the story of Kelsey's expedition.
- 8 Mark on a map of the Hudson Bay area Kelsey's three expeditions.
- 9 It was sixty-four years before another Hudson's Bay Company man was sent inland. Where did Anthony Henday go? Mark his route on your map.
- 10 What report did Henday make when he returned?
- 11 What instructions were given to Samuel Hearne when he set out?
- 12 Tell the story of Hearne's three expeditions.
- 13 What did Hearne prove by his expeditions?

### CHAPTER 25. SAILORS ON THE WEST COAST AND IN THE ARCTIC

- 1 Why did Peter the Great of Russia send Vitus Bering to explore?
- 2 It took Bering three years to reach the Pacific from Russia. Why did it take him so long?
- 3 What did Bering discover on his first expedition?
- 4 Tell the story of Bering's second expedition.
- 5 The Russians did not find Gama Land but they found something worth their effort. What was it?
- 6 How did the Russian traders treat the Aleutian Eskimos?



- 7 When did the United States obtain control of Alaska and the Aleutian Islands? What was the purchase price?
- 8 What is conservation? How does the Russian fur trade on the Pacific Coast show us the need for conservation?
- 9 Mark Bering's route on a map of the northern Pacific.
- 10 We know to-day that there is a North-West Passage from the Atlantic to the Pacific. Why is it useless as a trade route?
- 11 Where did the Strait of Juan de Fuca obtain its name?
- 12 Captain James Cook was sent out to find the North-West Passage. Tell the story of his voyage and mark his route on a map.
- 13 Why was Captain Vancouver sent out? Mark his route on your map. Tell the story of his expedition.
- 14 The search parties that tried to find out what happened to Sir John Franklin added to our knowledge of the Arctic. What did they find out?

#### CHAPTER 26. THE LORDS OF THE LAKES AND THE FORESTS

- 1 What made the Hudson's Bay Company decide to build forts in the interior?
- 2 Why was the North West Company formed?
- 3 A desperate struggle for the fur trade developed between the Hudson's Bay Company and the North West Company. What were the results of this struggle?
- 4 Tell the story of Mackenzie's journey to the Arctic.
- 5 Why did Mackenzie call the river he explored the River Disappointment? What is it called to-day?
- 6 Tell the story of Alexander Mackenzie's expedition to the Pacific.
- 7 What evidence have we that white men had been on the Pacific Coast before Mackenzie reached it?
- 8 What river was Simon Fraser hoping to explore?
- 9 Mark on a map the route followed by Fraser to the Pacific.
- 10 What difficulties did he meet on his expedition?
- 11 Tell the story of David Thompson.
- 12 There was dispute about the boundaries between British and American territory on the West Coast. How was this dispute settled? Give the name and the terms of the treaty.
- 13 Why did the North West Company and the Hudson's Bay Company unite? When did the union take place?

## CHAPTER 27. THE SILVER CHIEF

- 1 Why were the small farmers having a difficult time in Scotland early in the nineteenth century?
- 2 What was Lord Selkirk's plan to help these unfortunate people?
- 3 What led Selkirk to choose the Red River Valley for his settlement?
- 4 Give three reasons why Selkirk's plan seemed a fantastic one.
- 5 Why did the fur-traders object to settlement in the West?
- 6 How was Selkirk able to get a grant of land?
- 7 Mark on a map the area granted to Selkirk.
- 8 Why were the Nor'Westers opposed to Selkirk's plans?
- 9 Tell the story of the journey made by the first group of settlers to the Red River.
- 10 Mark on a map the route followed by the first Red River settlers from York Factory to Red River.
- 11 What is pemmican and how is it made?
- 12 How did Miles Macdonell's order, that no provisions were to be taken out of the settlement, almost ruin the colony?
- 13 Tell the story of the massacre at Seven Oaks.
- 14 What difficulties did Selkirk have with the North West Company?
- 15 How did Lord Selkirk gain the title "Silver Chief"?

## CHAPTER 28. THE GOLD COLONY

- 1 Who first discovered gold in British Columbia?
- 2 When did the gold rush begin in British Columbia?
- 3 Mark on your map the areas in which gold was found.
- 4 James Douglas was a strong man when a strong man was needed. How did he maintain law and order during the gold rush?
- 5 In what year were Vancouver Island and British Columbia united to become a self-governing province?
- 6 Why did James Douglas not favour an elected Legislative Assembly?

## ACTIVITIES

- 1 Hearne found copper at the mouth of the Coppermine River and Mackenzie found oil on the Mackenzie River. Why was it so long before these resources were developed?



- 2 Imagine you have returned safely to Eastern Canada after accompanying Fraser when he explored the Fraser. Tell the story of your adventures and hardships to your friends.
- 3 Imagine you went with Mackenzie to the Arctic. Write a letter to your brother in Scotland telling him about the expedition.
- 4 Imagine you were in the employ of the Hudson's Bay Company at Fort Victoria when the gold rush took place. Write a letter home to England telling about what happened when the miners came.
- 5 Mark on your time line the dates of the explorations and discoveries made by Kelsey, Bering, Henday, Hearne, Cook, Vancouver, Mackenzie, Fraser, Thompson, Franklin, Larsen, Amundsen; the dates of the arrival of the Red River settlers, the union of the Hudson's Bay Company and the North West Company, the gold rush on the Fraser River.
- 6 If the Silver Chief were to visit the site of his settlement to-day what would he find that would justify his early faith in the western plains?
- 7 List four explorers who tried to find the North-West Passage by sailing north-west, four who hoped to find it through the heart of the continent, two who sought it from the west. (Review Chaps. 5, 15, 16.) Mark their routes on a map.
- 8 We are no longer concerned about the North-West Passage which was sought for so long. What means have we of conveying goods and people from the Atlantic to the Pacific?
- 9 Give four examples of modern regulations about conservation. Find out what you can about conservation of forests and fish.

## TESTS

### SHORT ANSWER AND MAP TEST

- 26 1 Mark on a map: the route followed by Kelsey into the country of the Assiniboine, Hearne's route to the Coppermine, Mackenzie's route to the Arctic, Mackenzie's route to the Pacific, Fraser's route to the Pacific, two areas in British Columbia in which gold was found, the Selkirk grant, Churchill, York Factory, Lake Winnipeg, Red River, Assiniboine River, Fort Chipewyan, Lake Athabaska, Mackenzie River, Peace River, Great Slave Lake,





following: Anthony Henday, Samuel Hearne, Simon Fraser, David Thompson, Sir John Franklin.

- 10     3 Tell the story of Henry Kelsey's explorations.
- 10     4 Write an account of the Red River settlement under the following headings: why the settlers came, who planned the colony, the route by which the settlers came, the hardships they endured.
- 10     5 Write an account of the gold rush in British Columbia under the following headings: the first discovery, the areas in which gold was found, living conditions, maintenance of law and order.

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### BOOKS TO READ

*Adventurers of England on Hudson Bay*, AILEEN GARLAND.

Copp Clark

*Alexander Henry and Peter Pond*, LAWRENCE J. BURPEE. Ryerson Reader

*Arctic Assignment*, SGT. F. S. FARRAR. Macmillan

*Arctic Fur Trader*, PHILIP GODSELL. Macmillan

*Breastplate and Buckskin*, G. E. TAIT. Ryerson

*Captain George Vancouver*, F. W. HOWAY. Ryerson Reader

*Captain of the Discovery*, R. HAIG-BROWN. Macmillan

*David Thompson*, A. S. MORTON. Ryerson Reader

*Discovery of Canada*, LAWRENCE BURPEE. Macmillan

*Dr. John McLoughlin*, A. S. MARQUIS. Ryerson Reader

*First Footers*, IRENE CRAIG. School Aids

*Franklin of the Arctic*, R. LAMBERT. McClelland & Stewart

*Here is Alaska*, EVELYN STEFANSSON. Saunders

*James Douglas*, W. N. SAGE. Ryerson Reader

*John Franklin*, EDNA WALTER. British Books

*Hudson Bay to Blackfoot Country*, LAWRENCE BURPEE.

Ryerson Reader

*Little Giant*, OLIVE KNOX. Ryerson

*Lord Selkirk*, WILLIAM MARTIN. Ryerson Reader

*Map-Maker*, KERRY WOOD. Macmillan

*New World Social Studies*, CHATTERTON *et al.* Winston

*North for Adventure*, R. LAMBERT. McClelland & Stewart

*Northwest Company*, A. S. MORTON. Ryerson Reader

*Nor'Westers*, M. W. CAMPBELL. Macmillan  
*Old Fort Prince of Wales*, M. H. T. ALEXANDER. Ryerson Reader  
*Panuck, Eskimo Sled Dog*, F. MACHETANZ. Saunders  
*Pathfinders of North America*, E. & M. GUILLET. Macmillan  
*Pirates and Pathfinders*, M. W. HAMILTON. Clarke Irwin  
*Rev. James Evans*, LORNE PIERCE. Ryerson Reader  
*Rev. John Black*, LORNE PIERCE. Ryerson Reader  
*Samuel Hearne*, LLOYD ROBERTS. Ryerson Reader  
*Simon Fraser*, V. L. DENTON. Ryerson Reader  
*Sir Alexander Mackenzie*, ADRIAN MACDONALD. Ryerson Reader  
*Story of Our Canadian Northland*, J. M. SCOTT. Dent  
*World Discovered*, CODE & DANIHER. Dent  
*World Was Wide*, G. E. TAIT. Ryerson

## UNIT VII. CANADIANS WIN THE RIGHT TO MANAGE THEIR OWN AFFAIRS

### INTRODUCTION

This is probably the most difficult unit in the book. The concept of responsible government is a very difficult one. The first two chapters are not hard to understand but they will take time and should be discussed fully in class. The pupils cannot be expected to do much independent reading in connection with this unit. In Chapter 31 emphasis should be placed on the colourful character of William Lyon Mackenzie and on the ways in which the existing system of government made life difficult for the settlers. In Chapter 32 the pupils should be made aware that the conflict was between the English-speaking business men and the French-speaking groups. In the remaining chapters attention should be focused upon Joseph Howe, Lord Durham, Lord Elgin. The burning of the Parliament Buildings is a good story.

### SUMMARY

The first chapter describes the government to-day. The second tells of the beginnings of elected assemblies in British North America. The remaining chapters deal with the work of William Lyon Mackenzie in Upper Canada, of Papineau in Lower Canada, and of Joseph Howe in Nova Scotia in agitating for reform and of Lord Durham and Lord Elgin in bringing it about.



## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Pupils should know that we elect representatives to Municipal Councils, to Provincial Legislative Assemblies, and to the House of Commons. They should know some of the matters with which each of the governing bodies deals, the steps in the passing of a law, and they should understand what constitutes Responsible Government.

They should know who the following were and what their contributions to the development of our present system of government were: William Lyon Mackenzie, Papineau, Joseph Howe, Lord Durham, Robert Baldwin, Lord Elgin.

Why the following dates are important: 1758, 1837-8, 1849.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Respect for law.

Willingness to serve the country.

Respect for the men who, though they may have been misguided in some ways, struggled to win the liberties we now enjoy.

Recognition of the responsibility of every citizen to be informed about what our government is doing and to vote intelligently.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Increased understanding of the need for law and government.

Realization that when duty and opinion conflict, duty should come first, e.g., Elgin signing the Rebellion Losses Bill when he did not really approve of it.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 29. OUR FREE GOVERNMENT TO-DAY

- 1 What do we mean when we say the president of a club or the captain of a team is responsible to the group?
- 2 Why must nations have law and government?
- 3 When is a nation said to have a democratic system of government?
- 4 What rights have the people under a democratic government?
- 5 If Canadians want a law changed or a new law passed how do they go about it?
- 6 At what age does a Canadian citizen obtain the right to vote?

- 7 Make a list of some of the matters that are looked after (a) by the Municipal Council; (b) by the Provincial Legislature; (c) by the Federal Government.
- 8 Of what two parts is the Canadian Parliament made up?
- 9 What is a political party?
- 10 Name the five political parties in Canada.
- 11 What does each party do to help its members win the election?
- 12 How is the Prime Minister chosen?
- 13 What is the Cabinet and how is it chosen?
- 14 Make a list of the steps in passing a law.
- 15 Why should every citizen take an interest in the government of the country?

### CHAPTER 30. THE FIRST PARLIAMENTS

- 1 Where and when was the first elected assembly held in British North America?
- 2 When was the first assembly elected in Canada?
- 3 What changes in the population made it desirable to give the people the right to elect representatives to an assembly?
- 4 What does legislative mean?
- 5 What does executive mean?

### CHAPTER 31. "THE LITTLE REBEL"

- 1 William Lyon Mackenzie began his career in Canada as a newspaper man. He used his paper to criticize the government. What were his chief criticisms?
- 2 Discuss the causes of discontent in Upper Canada under the headings (a) land, (b) roads, (c) public offices.
- 3 What group made up the "Family Compact"?
- ④ Who were the Reformers?
- 5 Tell the story of William Lyon Mackenzie's political career.
- 6 The rebellion in Upper Canada was a tragic mistake. Tell the story of the rebellion.
- 7 What good result came from the rebellion?

### CHAPTER 32. THE SILVER-TONGUED ORATOR

- ① Who was the leader of the rebellion in Lower Canada?
- 2 What unwise bill aroused the resentment of the French-speaking Canadians?
- 3 What were the chief causes of discontent in Lower Canada?
- ④ What was the Château Clique? - *Family Compact.*



- 5 What powerful weapon did the Legislative Assembly possess?
- 6 What was the final act which made the people of Lower Canada decide that rebellion was necessary?
- 7 What contribution did Papineau and Mackenzie make to Canadian history?

### CHAPTER 33. JOSEPH HOWE IN NOVA SCOTIA

- 1 What caused discontent in Nova Scotia?
- 2 What three reforms did Joseph Howe demand?
- 3 Joseph Howe won a great victory over the Tories. Tell the story of this victory.
- 4 How did the struggle for reform in Nova Scotia differ from the struggle in Upper and Lower Canada?

### CHAPTER 34. THE TURNING-POINT—THE GREAT REPORT

- ① Who was Lord Durham?
- ② When did Lord Durham come to Canada?
- ③ What did Lord Durham do in Canada?
- 4 What suggestions did Robert Baldwin make to Lord Durham?
- 5 What recommendations for change in the government did Lord Durham make?

### CHAPTER 35. VICTORY TO THE REFORMERS

- 1 Did the British Government agree with Lord Durham that it would be safe to give responsible government to a colony?
- 2 Thomson's first job was to persuade the provinces to agree to union. How did he do it?
- ③ What did the French-speaking Canadians think about the Act of Union?
- 4 Lord Sydenham had not been instructed by the Colonial Office to introduce Responsible Government. He took an important step in the direction of Responsible Government. What was it?
- 5 Sir Charles Bagot took another step towards Responsible Government. What was it?
- 6 How did Sir Charles Metcalfe delay the achievement of Responsible Government?
- ⑦ What action of Lord Elgin's finally established Responsible Government in Canada?
- 8 Tell the story of the burning of the Parliament Buildings.



## ACTIVITIES

Add to your time line the dates of the first assembly held in British North America, the rebellion in Upper and Lower Canada, the establishment of Responsible Government in Canada.

## TESTS

### SHORT ANSWER TEST

- 2     1 Where and when did the first elected Assembly in British North America meet?
- 1     2 What Act provided for an elected Legislative Assembly in Canada?
- 1     3 Who was the leader of the rebellion in Upper Canada?
- 1     4 What was the name given to the governing group in Upper Canada?
- 1     5 What was the name given to those who wanted a change in the government?
- 1     6 What was the date of the rebellion?
- 1     7 Who led the French-speaking Canadians in Lower Canada?
- 1     8 What name was given to the governing group in Lower Canada?
- 1     9 What Nova Scotian spoke out boldly in favour of reform?
- 1     10 Who was sent from Great Britain to find out the causes of the trouble and to suggest remedies?
- 1     11 Who was the governor who established Responsible Government in Canada?
- 4     12 Of the following groups of four statements three statements in each are correct. Write down the letter of the one which is incorrect.
  1. The Reformers of Upper Canada were dissatisfied because
    - (a) one section in every seven was set aside for the use of the Church of England; (b) large tracts of land were granted to farmers; (c) most of the public offices were given to friends and relatives of the members of the Executive Council; (d) the Executive Council decided where the new roads should be built.
  2. The Reformers of Lower Canada were dissatisfied because (a) they objected to increased taxes; (b) Eng-

lish had been made the official language; (c) they wanted more mills and factories built; (d) they did not want immigrants coming into the country.

3. Joseph Howe (a) favoured reform; (b) demanded better opportunities for education for the young people; (c) wrote four open letters to the Colonial Secretary demanding reform; (d) defended special privileges enjoyed by the Church of England.

4. Lord Durham recommended (a) that towns and villages should elect councils to look after their own local affairs; (b) Upper and Lower Canada should be united into one province; (c) the Executive Council should be independent of the Assembly; (d) a railway should be built to connect the Maritime Provinces with Canada.

11 13 Which government, the Municipal, the Provincial, or the Federal, has charge of each of the following: postal system, water supply, banking, education, streets and sidewalks, speed regulations on the highway, railways, trade agreements, bicycle licences, automobile licences, defence?

5 14 Name the five political parties of Canada.

1 15 Name the Premier of your province.

1 16 Name the Minister of Education in your province.

1 17 Name the Prime Minister of Canada.

1 18 How is the Prime Minister chosen?

1 19 What party is in power in your province?

1 20 What party is in power in the House of Commons?

1 21 Who is the Governor-General of Canada?

1 22 Who chooses the Cabinet?

## ESSAY QUESTIONS

1 List the steps in the passing of a law in the Canadian Parliament.

2 Tell the story of William Lyon Mackenzie under the following headings: (a) his work as a newspaper man; (b) his political career; (c) his part in the rebellion; (d) his escape to the United States.

- 6x10 3 What were the reasons for disagreement between the Château Clique and the Reformers in Lower Canada?  
 4 Why was there discontent in Nova Scotia?  
 5 What recommendations did Lord Durham make to improve the situation in Canada?  
 6 Tell the story of the burning of the Parliament Buildings in Montreal.

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### BOOKS TO READ

*Canada a Nation and How It Came to Be*, J. W. CHAFE and A. R. M. LOWER. Longmans Green  
*Canadian Citizenship*, C. C. GOLDRING. Dent  
*Canadian Yesterdays*, ANDREW COLLARD. Longmans Green  
*How Canada Grew Up*, DONALDA DICKIE. Dent  
*How We Govern Ourselves*, G. V. FERGUSON. Ryerson  
*Joseph Howe*, D. C. HARVEY. Ryerson Reader  
*Rebel on the Trail*, LYN COOK. Macmillan  
*To You the Torch*, F. J. CLUTE and F. M. BURWELL. Macmillan

## UNIT VIII. CONFEDERATION—A NEW NATION IS BORN

### INTRODUCTION

It is essential that emphasis be placed upon the vision, the courage, and the sacrifices of the men who brought about Confederation. The British North American provinces had a small population and were far from wealthy. That men should dare to dream of a country extending from coast to coast is in itself remarkable.

Pupils should be taught to use correctly the terms, British North America, Canada, Maritime Provinces. The name Canada applies only to Ontario and Quebec until after 1867. A definition of confederation should be given, and the term political deadlock should be explained carefully when it is first used.

### SUMMARY

The desire for railways, the fear of losing the West, the danger of war with the United States, and the political deadlock in



Canada led to Confederation. Three conferences were held, at Charlottetown, at Quebec, and at London, and finally the British North America Act establishing Confederation was passed by the British Parliament.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

Pupils should know something about the distribution of population across what is now Canada at the time of Confederation and the barriers that separated the settled areas; the reasons for Confederation; the steps leading up to it; the contributions made by the leading Fathers of Confederation.

Why the dates 1864 and 1867 are important.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Growth in pride in our country.

Respect for the contribution made by the leaders who brought Confederation about.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the fact that the Fathers of Confederation were truly leaders, men who risked their political careers to support a plan which they believed was right.

Understanding of the slow way in which changes in a democracy are brought about.

Growth in understanding of the relationship of the provinces to the Government of Canada.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 36. TEN PROVINCES TO-DAY

- ① List the British colonies in North America as they existed before Confederation. , *at* , *since*

### CHAPTER 37. A VISION OF A GREAT NATION

- 1 What does Confederation mean?
- 2 Make a list of the difficulties which had to be overcome before Confederation could be achieved.
- 3 On a map of Canada shade in the unsettled areas which separated the different colonies.
- 4 The four chief reasons why the leaders wanted Confederation were (1) the desire for railways, (2) the fear of losing the

West, (3) the possibility of war with the United States, (4) the political deadlock in Canada.

- (a) Tell about the first railway in Canada.
- (b) Why did Canada have so few miles of railway by 1850?
- (c) Describe the celebrations when the Grand Trunk Railway was completed from Montreal to Toronto, in 1856.
- (d) Why was the need for railways a reason for Confederation?
- (e) Why were the people of Canada afraid that Britain might lose (i) the Red River Colony, (ii) the West Coast area?
- (f) Why was there more danger of war with the United States in the 1860's than at any other time since 1814?
- (g) Why did this fear of war provide another reason for Confederation?
- (h) What caused a deadlock in the Legislative Assembly in Upper Canada?
- (i) Which province favoured representation by population? Which province opposed it and what grounds did that province have for its opposition?
- (j) How did the political deadlock provide supporters for Confederation?

#### CHAPTER 38. THE FATHERS OF CONFEDERATION

- 1 List seven of the Fathers of Confederation and write a paragraph telling what contribution each one made.

#### CHAPTER 39. THE DOMINION OF CANADA

- 1 Who planned the Charlottetown Conference?
- 2 What was the purpose of the Conference?
- 3 Why did Canada ask permission to send representatives to it?
- 4 What advantages did the men from Canada predict would result from Confederation?
- 5 What plans were made at the Quebec Conference?
- 6 Why did Upper and Lower Canada agree at once to the plans made at the Quebec Conference?
- 7 How did the Maritime Provinces react when they learned about the plans?
- 8 What circumstances made many people change their minds about Confederation between 1864 and 1867?
- 9 What provinces agreed to form a Confederation?



- 10 When and where was the final draft of the British North America Act drawn up?
- 11 How is Canada believed to have obtained the name "Dominion of Canada"?
- 12 When was the term "Dominion" dropped?

### ACTIVITIES

Add to your time line the dates of the Charlottetown and Quebec Conferences, and of the passing of the British North America Act.

### TESTS

#### SHORT ANSWER AND MAP TEST

- 6 1 Name six provinces of British North America which were in existence before Confederation.
- 4 2 Name the four provinces which united to form the Dominion of Canada.
- 1 3 Give the date of the establishment of the Dominion of Canada.
- 2 4 When and where was the first railway in Canada built?
- 7 5 Which of the Fathers of Confederation
  - (a) convinced the people of Quebec that they would not lose their right to have their own language and religion in a confederation?
  - (b) brought in New Brunswick?
  - (c) was the ruling genius of the London Conference?
  - (d) had been the leader of the Reformers of Upper Canada?
  - (e) brought Nova Scotia into Confederation?
  - (f) made the most thrilling speeches about the future of the country?
  - (g) became finance Minister in the first Dominion Cabinet?
- 4 6 On a map of Canada shade in the portions which made up the Dominion of Canada in 1867.
- 3 7 Name the three conferences which preceded Confederation.
- 1 8 Name the Act which established the Dominion of Canada.



## ESSAY QUESTIONS

- 12      1 Discuss the four chief reasons for Confederation.
- 12      2 Write an account of the three conferences leading up to Confederation.
- 12      3 New Brunswick and Nova Scotia were reluctant to join the Confederation. What factors made them agree to come in?
- 24      4 Name six of the Fathers of Confederation and discuss the part taken by *any two* of them in bringing about Confederation.
- 12      5 Give a brief account of the construction of railways in Canada before 1864.

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## BOOKS TO READ

- Canada a Nation and How It Came to Be*, J. W. CHAFE and A. R. M. LOWER. Longmans Green
- Canadian Yesterdays*, ANDREW COLLARD. Longmans Green
- Day of Sir John A. Macdonald*, SIR JOSEPH POPE. Chronicles of Canada
- Fathers of Confederation*, A. H. U. COLQUHOUN. Chronicles of Canada
- John A. Macdonald: The Young Politician*, DONALD CREIGHTON. Macmillan
- John A. Macdonald: The Old Chieftain*, DONALD CREIGHTON. Macmillan
- Sir Alexander Tilloch Galt*, J. I. HUTCHISON. Ryerson Reader
- Sir Charles Tupper*, V. P. SEARY. Ryerson Reader
- Sir George E. Cartier*, D. C. HARVEY. Ryerson Reader
- Sir John A. Macdonald*, W. S. WALLACE. Ryerson Reader
- Sir Leonard Tilley*, T. G. MARQUIS. Ryerson Reader
- Thomas D'Arcy McGee*, ISABEL SKELTON. Ryerson Reader

## UNIT IX. FROM SEA TO SEA

### INTRODUCTION

It is essential that emphasis be placed upon the foresight and courage of the men who envisaged a "Dominion from sea to sea",

upon the skill of Sir John A. Macdonald who led the way to make the dream a reality, and upon the importance of the railway in making a united Canada in defiance of geography. At the same time, the point should be made that the rebellions in the Red River Valley and on the Saskatchewan were largely due to the negligence of the Dominion Government. Pupils should be made aware of the excitement of the settling of the West when, after 1896, settlers began to pour in from Eastern Canada, from Europe, and from the United States, and of the importance of the tenth colony, Newfoundland.

### SUMMARY

Under the leadership of Sir John A. Macdonald, Manitoba, British Columbia, and Prince Edward Island were brought into Confederation; the North West Mounted Police were established; the Canadian Pacific Railway was built. There was an insurrection in the Red River Valley and fifteen years later a rebellion on the Saskatchewan as the arrival of settlers made the Métis fear they would lose their lands. Under Sir Wilfrid Laurier settlers were encouraged to take up homesteads on the prairies. The unit concludes with a short history of Newfoundland.

### EVALUATION

#### KNOWLEDGE WHICH SHOULD BE ACQUIRED

When and under what circumstances Manitoba, British Columbia, Prince Edward Island, Saskatchewan and Alberta, Newfoundland became provinces of Canada; the story of the Canadian Pacific Railway, the rebellion on the Saskatchewan, the rapid growth of the West, and the history of Newfoundland.

Why the following dates are important: 1870, 1871, 1873, 1874, 1885, 1905, 1949.

#### ATTITUDES WHICH SHOULD BE ENCOURAGED

Growth of pride in our country.

Respect for the vision and daring of the men who extended Canada from sea to sea and built a transcontinental railway.

Respect for the pioneers on the prairie and in Newfoundland.

Realization of our responsibility for maintaining and improving our heritage.



## UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the immensity of the task of welding together the different parts of Canada and of building a railway through an area so sparsely settled.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

## CHAPTER 40. LAUNCHING THE YOUNG NATION

- 1 What fraction of the area of our present Canada was the Dominion of Canada in 1867?
- 2 Compare the population of Canada in 1867 with the most recent census figures.
- 3 What was Joseph Howe's attitude towards Confederation?
- 4 What support did Howe obtain from the people?
- 5 What did Howe want the people of Nova Scotia to do?
- 6 How did Sir John A. Macdonald handle this situation?
- 7 When and how did Canada gain control over the Hudson's Bay Company territory?
- 8 What three provinces were formed out of the Hudson's Bay territory?
- 9 What deal did Macdonald make with British Columbia to persuade that province to join the Dominion of Canada?
- 10 When did Prince Edward Island join the Dominion of Canada?

## CHAPTER 41. TROUBLE AT RED RIVER

- 1 Why did the purchase of the Hudson's Bay Company land alarm the Métis in the Red River settlement?
- 2 Tell the story of the Red River insurrection under the following headings: (a) causes of discontent, (b) Riel's part in the insurrection, (c) McDougall's mistake, (d) Riel's mistake, (e) the terms of settlement.

## CHAPTER 42. THE RIDERS OF THE PLAINS

- 1 What made Sir John A. Macdonald realize that some force must be established to maintain law and order on the western plains?
- 2 Tell the story of the first expedition of the North West Mounted Police.
- 3 What was the first work of the North West Mounted Police?
- 4 What is the motto of the North West Mounted Police?



- 5 What is the present name of the North West Mounted Police?
- 6 What are the duties of the force to-day?

#### CHAPTER 43. BANDS OF STEEL

- 1 What delayed the building of the railway to British Columbia?
- 2 What was the policy of the Liberal party under Alexander Mackenzie about a transcontinental railway?
- 3 What policy brought Macdonald back to power in 1878?
- 4 How did the geography of Canada make it difficult to build a transcontinental railway?
- 5 Tell the story of the building of the Canadian Pacific Railway.

#### CHAPTER 44. REBELLION ON THE SASKATCHEWAN

- 1 What aroused the fears of the Métis on the Saskatchewan in 1885?
- 2 Tell the story of the Saskatchewan Rebellion under the following headings: (a) Riel's part in the rebellion, (b) the danger of an Indian uprising, (c) the coming of the volunteers, (d) the end of the rebellion, (e) the fate of Riel.
- 3 Draw a map of Western Canada. Mark in the route of the C.P.R. and the north and south branches of the Saskatchewan River. Locate the following places: Batoche, Fort Carlton, Prince Albert, Regina, Edmonton, North Battleford. On your map put crossed swords to mark Fort Pitt, Frog Lake, Duck Lake, and Cutknife Creek. Mark in the routes followed by General Middleton, Colonel Otter, and General Strange.
- 4 What were the results of the rebellion?

#### CHAPTER 45. THE BREAD-BASKET OF THE EMPIRE

- 1 Settlers followed the railway into the western plains. A boom followed. Give two reasons why this boom collapsed.
- 2 Who were the first newcomers, unacquainted with the English language and Canadian ways of living, to come to the prairies? Where did they settle?
- 3 Both the government and the railway encouraged settlers to come to the prairies. What inducements did they offer?
- 4 From what countries did the new settlers come?
- 5 When did Alberta and Saskatchewan become provinces of Canada?
- 6 Why were new railways needed and what new railways were built?

CHAPTER 46. NEWFOUNDLAND, THE TENTH PROVINCE,  
GUARDIAN OF THE GATE

- 1 When did Newfoundland become the tenth province of Canada?
- 2 Where are the Grand Banks and why are they important?
- 3 What do the following names on the map of Newfoundland indicate: English Harbour, Portugal Cove, Frenchman's Cove, Port aux Basques, Harbour Breton?
- 4 What is the difference between dry fishing and green fishing?
- 5 When was the first permanent settlement established in Newfoundland?
- 6 Why did colonies not prosper in Newfoundland?
- 7 The French had certain rights on parts of the shore of Newfoundland. Why did this cause trouble and how was it finally settled?
- 8 Describe government under the Fishing Admirals.
- 9 The British did not value Newfoundland as a colony for British settlers. For what reasons did they value it?
- 10 When did Newfoundland obtain Responsible Government?
- 11 Because Newfoundland is a stepping-stone between America and Europe it became the scene of important experiments. Name three of them.
- 12 For many years Newfoundland was a "one-crop" country. What was the crop?
- 13 What other industries have been developed in Newfoundland?
- 14 Why did Newfoundland become very important during World War II?
- 15 What changes did the war bring to Newfoundland?
- 16 When and why did Newfoundland lose the right to govern itself?
- 17 When Newfoundland was given an opportunity to choose how it should be governed what types of government did different groups favour?
- 18 Who was the first premier of Newfoundland?
- 19 Tell about the work of Sir Wilfred Grenfell.
- 20 In what year was Labrador joined to Newfoundland?
- 21 Why is Labrador important to Canada?
- 22 What are the chief occupations of the people of Labrador and what sources of undeveloped wealth does Labrador possess?



**ACTIVITIES**

- 1 The Hudson's Bay Company gave up its lands in 1869. It is still, however, an important factor in Canada. Find out what the Hudson's Bay Company does to-day.
- 2 Imagine you were with the party which accompanied Sir Donald Smith when he drove the last spike in Canada's first transcontinental highway. Write an interview which you might have given a local paper when you returned to your home.
- 3 Prepare a scene in which three Newfoundlanders are discussing what type of government they want in 1949. One might favour Responsible Government as part of the British Commonwealth, another favour Confederation with Canada, and one might suggest joining the United States.
- 4 Add to your time line the dates when Manitoba became a province, when British Columbia entered Confederation, when Prince Edward Island entered Confederation, when Alberta and Saskatchewan were made provinces, when Newfoundland joined Canada; also the dates of the establishment of the North West Mounted Police, of the Saskatchewan Rebellion, of the completion of the Canadian Pacific Railway.

**TESTS****SHORT ANSWER AND MAP TEST**

- 30+3 1 On a map of Canada mark in the ten provinces and the dates when they became a part of Canada. Mark in the capital cities and the route of the Canadian Pacific Railway.
- 1 2 When did Canada obtain control of the Hudson's Bay Company territories?
  - 1 3 Who was the leader of the Métis in the Red River insurrection?
  - 1 4 What Prime Minister was responsible for the building of the first transcontinental railway?
  - 3 5 Name three places at which fighting took place during the Saskatchewan Rebellion.
  - 1 6 Name the Prime Minister who undertook an active campaign to bring settlers to the West.
  - 1 7 What is the name of the famous fishing area south-east of Newfoundland?



- 1     8 Who attempted to found the first colony in Newfoundland?
- 1     9 Who established the first permanent colony in Newfoundland?
- 1     10 What is the name of the famous air base on the island of Newfoundland?
- 3     11 What are the three chief industries of Newfoundland?
- 1     12 Name the medical missionary who did so much for Labrador.
- 1     13 The population of Winnipeg in 1890 was approximately (a) 252,000? (b) 152,000? (c) 52,000?
- 1     14 Who was the first commissioner of the North West Mounted Police?

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### ESSAY QUESTIONS

Write a paragraph on each of the following:

- (a) the attitude of Nova Scotia after Confederation;
- (b) the terms of the agreement the Government of Canada made with British Columbia;
- (c) the terms of the establishment of the province of Manitoba;
- (d) the Red River insurrection;
- 10x5 (e) the help given to the Canadian Pacific Railway by the Canadian Government;
- (f) the organization of the N.W.M.P.;
- (g) the causes of the Saskatchewan Rebellion;
- (h) the conditions under which the early settlers obtained land on the prairie;
- (i) the reasons for the slow growth of the population of Newfoundland;
- (j) the importance of Newfoundland during World War II.

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### BOOKS TO READ

*Alberta*, M. B. RICKER. Copp Clark

*British Columbia*, F. BOYES. Copp Clark

*Dale of the Mounted*, JOE HOLLIDAY. Thomas Allen

*Dale of the Mounted in the Northwest*, JOE HOLLIDAY.

Thomas Allen

*Force Carries On*, T. M. LONGSTRETH. Macmillan

*Great Island*, CLARE BICE. Macmillan

*John A. Macdonald: The Young Politician*, DONALD CREIGHTON.

Macmillan

*John A. Macdonald: The Old Chieftain*, DONALD CREIGHTON.

Macmillan

*Manitoba*, AGNES FLORENCE. Copp Clark

*Mounty in a Jeep*, T. M. LONGSTRETH. Macmillan

*Red River Shadows*, OLIVE KNOX. Macmillan

*Royal Canadian Mounted Police*, EDNA RITCHIE. Copp Clark

*Saskatchewan*, D. C. McLEOD. Copp Clark

*Scarlet Force*, T. M. LONGSTRETH. Macmillan

*Story of Newfoundland and Labrador*, F. BRIFFETT. Dent

*Tales and Trails of Western Canada*, N. MACVICAR and I. CRAIG.  
Moyer

## UNIT X. CANADA GROWS UP

### INTRODUCTION

This unit deals with the steps by which Canada achieved nationhood and with the changes which mark the increasing recognition by the government of responsibility for the social and economic welfare of the people.

Each step taken by Laurier, Borden, and King towards full status as an independent nation within the British Commonwealth of Nations is important. By the part taken in the wars, in the League of Nations, in the United Nations Organization, in the North Atlantic Treaty Organization (NATO), Canada has become a significant factor in world affairs.

The problems created by the depression of the thirties speeded up the realization that in our modern complex society the government should be concerned with the economic and social welfare of the citizens. Unemployment Relief, the National Employment Service, Family Allowances, Old Age Pensions, the National Health Programme are evidence of this development.

The teacher should be careful about the use of the terms "British Empire" and "British Commonwealth of Nations".



“British Empire” should be used before 1926; “British Commonwealth of Nations” after 1926. Likewise, the term “Dominion of Canada” is correct before 1949, but since that date the correct term is “Canada”. Before 1949, one may speak of the “Dominion Government” but now one must say “Government of Canada” or “Federal Government”.

## SUMMARY

At the Imperial Conference of 1897 Sir Wilfrid Laurier presented the view that the dominions should have full rights of self-government. He started the Canadian navy. The Liberals were defeated on the Reciprocity issue of 1911 and Sir Robert Borden became Prime Minister. He continued to work for the achievement of Canada's complete control of its own affairs. The Imperial Conference of 1926 recognized Canada's rights as a self-governing nation. Mackenzie King, the Liberal Prime Minister who succeeded Sir Robert Borden, was careful to maintain Canada's position as a self-governing nation. In 1949 the Citizenship Act was passed.

Although there have been some difficulties about boundaries, Canada and the United States have been good neighbours and are closely bound by common interests.

Canadians have taken a distinguished part in two World Wars, in the Korean War, in the League of Nations, in the United Nations Organization, and in NATO.

During the nineteen-thirties Canada, along with the rest of the world, suffered a severe depression. Drought on the prairies made the suffering even greater in those areas than in other parts of Canada. The tragedy of the depression brought home to the people the need for government action to relieve distress. Important legislation followed.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

The part taken by Laurier, Borden and King in the achievement of complete self-government for Canada; Canada's part in the Boer War, the First World War, the Second World War, and the Korean War; the relations between Canada and the United States since 1814; the economic problems between 1919 and 1939; the social legislation of the twentieth century; the aims and work of



the League of Nations, of the United Nations Organization, and of NATO; Canada's role in world affairs.

Why the following dates are important: 1914-18, 1926, 1939-44, 1947, 1950-3.

### ATTITUDES WHICH SHOULD BE ENCOURAGED

Pride in the growing strength and power of our country and of its place in world affairs.

Pride in Canadian citizenship.

Respect for the heroism and sacrifices of the Canadians who contributed to winning the wars.

Willingness to serve our country.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition that the government must accept some responsibility for the welfare of all citizens.

Recognition of our responsibility in world affairs.

### QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

#### CHAPTER 47. CANADA AND THE MOTHER COUNTRY

- 1 Why did representatives from all over the world go to England in 1897?
- 2 Who was Canada's representative? What new idea about relations between Britain and the Dominions did he present at the Imperial Conference?
- 3 What part did Canada take in the Boer War?
- 4 Tell about the beginning of the Canadian navy.
- 5 What defeated the Laurier government in 1911? Who became the next Prime Minister?
- 6 Name three steps that Sir Robert Borden took to carry out Sir Wilfrid Laurier's proposals that Canada should become an independent nation.
- 7 What important decision was made at the Imperial Conference of 1926?
- 8 Name an action that showed the world clearly that Canada had the right to make its own decisions.
- 9 When did Canadians gain the right to be described on their passports as Canadian citizens instead of British citizens?
- 10 What are the three ways by which people may become Canadian citizens?

- 11 What are the four conditions which a newcomer to Canada must fulfil to become a naturalized citizen of Canada?
- 12 Until 1952 the Governor-General of Canada always came from Great Britain. Who was the first Canadian to be appointed Governor-General of Canada?

#### CHAPTER 48. CANADA AND HER NEIGHBOUR

- 1 Canada and the United States have lived side by side in peace since 1814. List six problems affecting Canada and the United States which have been settled by treaties and commissions. Discuss the settlement in each case.
- 2 A Prime Minister of Canada and a President of the United States set up a Permanent Joint Board of Defence. Name these two men.

#### CHAPTER 49. THE FIRST WORLD WAR

- 1 What was the immediate cause of the First World War?
- 2 What countries made up the Triple Alliance?
- 3 What countries made up the Triple Entente?
- 4 What part did Canada take in the First World War?
- 5 Name four important engagements in which Canadian troops took part.
- 6 "Modern wars are not won on the battle-fields alone." How did the people on the Home Front contribute to winning the war?

#### CHAPTER 50. TWENTY YEARS OF PEACE

- 1 What problems did Canada face when the war ended?
- 2 Why was it difficult for men to find jobs?
- 3 What caused discontent among the farmers?
- 4 Why did the railroads find themselves in difficulty?
- 5 How was the difficulty about the railways solved?
- 6 There was a change of government in 1921. What party came into power? Who became the new Prime Minister?
- 7 What signs of prosperity came in the later nineteen-twenties?
- 8 Describe the depression of the nineteen-thirties.
- 9 What remedy did the Conservatives under Prime Minister Bennett introduce in the hope of ending the depression? Were these measures successful?
- 10 Why did Saskatchewan suffer more during the depression than any other province?



- 11 What two new political parties arose at this time and what proposals did they put forward to end the depression?
- 12 By 1936 there were signs that the depression was coming to an end. What were these signs?

#### CHAPTER 51. THE SECOND WORLD WAR

- 1 What was the purpose of the League of Nations?
- 2 Give two examples which show that the League failed to fulfil its purpose.
- 3 How did Hitler unite Germany?
- 4 What warnings had the free world that Hitler must be stopped?
- 5 What did Hitler do which made Britain and France declare war upon Germany?
- 6 What made the Canadians realize that they must join in the war against Germany?
- 7 Outline the events of the war from 1939 to 1941.
- 8 What brought the United States into the war?
- 9 What part did Canada take in the war?
- 10 When did the Germans surrender?
- 11 What made the Japanese surrender?
- 12 "The whole nation was at war." Discuss how industry and agriculture helped win the war. Describe the work of volunteer civilians, and the sacrifices made by the citizens of Canada in order to win the war.

#### CHAPTER 52. CANADA MARCHES ON

- 1 What are the four human freedoms as stated by President Roosevelt?
- 2 List the steps that have been taken in Canada to provide freedom from want.
- 3 When did Canadians begin to realize that the government has a responsibility for providing help for the unemployed?
- 4 Discuss the measures which the government has taken to provide for the following: (a) widows and orphans, (b) workmen injured at work, (c) underpaid employees, (d) old people, (e) the unemployed.
- 5 What did the Canadian Government do to help solve the housing shortage?
- 6 What have the provincial and federal governments done to improve the health of the people of Canada?



- 7 What are the aims of the United Nations Organization?
- 8 Name the two parts of the United Nations Organization.
- 9 Where is the headquarters of the United Nations Organization?
- 10 What is NATO?
- 11 What nations belong to NATO?
- 12 What is the aim of NATO?
- 13 What was the first war fought under the flag of the United Nations Organization?
- 14 What contribution did Canada make to the Korean War?
- 15 "Canada must take its part in world affairs." What makes it inevitable that Canada will always be involved in world affairs?

## ACTIVITIES

- 1 Present a scene in which two neighbours are discussing the proposed Reciprocity Treaty of 1911. One is in favour of it, the other is not.
- 2 Imagine that you have come to Canada from Central Europe and have just become a Canadian citizen. Write a letter to a friend in your old home telling him about it.
- 3 There is a Peace Bridge near Gananoque, Ont., and Peace Gardens in Manitoba, Alberta, and British Columbia. What do these names indicate? Find out what you can about the Peace Bridge and the Peace Gardens.
- 4 Mark on your time line the dates of the Imperial Conference which recognized Canada as a full-grown nation, the First World War, the Second World War, the Korean War, the Canadian Citizenship Act.

## TESTS

### SHORT ANSWER TEST

- 6 1 Who were the Prime Ministers of Canada (a) at the time of the Imperial Conference in 1897, (b) during the First World War, (c) during the Second World War? To what party did each belong?
- 4 2 Give the dates of the First World War and of the Second World War.
- 1 3 Name the first Canadian-born Governor-General of Canada?

- 1 4 When was the Canadian Citizenship Act passed?
- 2 5 What two transcontinental railways were taken over by the Canadian Government to form the Canadian National Railways?
- 1 6 Who was the first reigning monarch of Great Britain to visit Canada?
- 5 7 Name five problems which might have caused serious trouble between Canada and the United States which have been settled by treaties or commissions.

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### ESSAY QUESTIONS

- 1 Trace the steps by which Canada gradually gained control of its own government.
- 2 Discuss the relations between Canada and the United States under the following headings: (a) disarmament, (b) settlement of boundary disputes, (c) Permanent Joint Board of Defence, (d) trade relations.
- 3 Discuss the First World War under the following headings: (a) causes, (b) Canada's part in the war.
- 4 Discuss the Second World War under the following headings: (a) causes, (b) events, (c) Canada's part in the war.
- 10x8 5 What part did civilians take in winning the Second World War?
- 6 Discuss five steps which have been taken by the provincial and federal governments of Canada to provide for the unfortunate.
- 7 Why will Canada always have to take part in world affairs?
- 8 Under what conditions may newcomers to Canada become naturalized Canadian citizens?
- 9 Describe the depression of the nineteen-thirties in Canada.
- 10 What are the aims of the United Nations Organization and what part has Canada taken in it?

**BOOKS TO READ**

*Canada a Nation and How It Came to Be*, J. W. CHAFE and  
A. R. M. LOWER. Longmans Green

*Canada and the United Nations*, published annually. Queen's  
Printer, Ottawa

*Checkmate in the North*, DR. W. D. McDOUGALL. Macmillan

*Commonwealth of Nations*, W. J. G. CARR. Ryerson

*Everyman's United Nations*, published annually. Ryerson

*Fair World for All*, DOROTHY C. FISHER. McGraw-Hill

*Gauntlet to Overlord*, ROSS MUNRO. Macmillan

*John A. Macdonald: The Young Politician*, DONALD CREIGHTON.  
Macmillan

*John A. Macdonald: The Old Chieftain*, DONALD CREIGHTON.  
Macmillan

*Men of Valour*, M. T. GOOD. Macmillan

**UNIT XI. CANADIANS AT WORK AND EPILOGUE****INTRODUCTION**

The purpose of this unit is to show what advances have been made in Canada in agriculture, in mining, in the development and use of electrical power, in transportation on the sea and in the air, and in living conditions during the last century.

**SUMMARY**

Since the days of the pioneer farmers great improvements have been made in agriculture in Canada. Science has come to the aid of the farmer in farm machinery, in improved varieties of livestock, grains, vegetables and fruits. Farm homes are more comfortable and better equipped.

Canada is rich in minerals. Copper and nickel were discovered at Sudbury in 1883, gold in the Yukon in 1896. In the twentieth century there has been a great development in mining in Northern Ontario, Northern Quebec, Northern Manitoba, and in the Great Bear Lake area. Vast fortunes have been made in the oil-fields of Alberta. Promising areas of Canada are still to be explored by prospectors.

Few countries in the world possess as much water-power as Canada. The development of cheap electrical power has encouraged the growth of manufacturing in Canada.



It was a Canadian ship which first crossed the Atlantic under steam alone. Before the days of steam the Maritime Provinces and Quebec were famous ship-building centres. Although a Canadian ship was the first to cross the Atlantic under steam alone, the ship-building industry in Canada declined during the nineteenth century.

The growth in transportation by air has been phenomenal in the last few decades, but nowhere more remarkable than in Canada.

In the Epilogue a comparison is made of Canada as it is to-day and Canada as it was a hundred years ago.

## EVALUATION

### KNOWLEDGE WHICH SHOULD BE ACQUIRED

The progress which has been made during the last century in farming, mining, generation of electrical power, manufacturing, transportation by sea and by air.

### ATTITUDES WHICH SHOULD BE DEVELOPED

Respect for the work of the individuals who made this progress possible.

### UNDERSTANDINGS WHICH SHOULD BE ACQUIRED

Recognition of the very great progress made in all phases of Canadian life during the last century.

Recognition that progress comes as a result of hard work.

## QUESTIONS DESIGNED TO DIRECT THE PUPILS IN THE STUDY OF THE TEXT

### CHAPTER 53. FROM SCYTHE TO FARM COMBINE

- 1 List the difficulties the pioneer farmer had to overcome in order to grow grain.
- 2 What difficulties did the pioneer farmer's wife have to overcome in order to look after her household?
- 3 List some of the tasks for which machines are now used on modern farms.
- 4 What help do the Federal and Provincial Departments of Agriculture offer to the farmer?
- 5 List Canada's chief agricultural exports.
- 6 List some of the advantages the modern farmer enjoys.

## CHAPTER 54. THE ROMANCE OF CANADIAN MINING

- 1 On a map of Canada mark in the areas in which are found: gold, silver, copper, nickel, zinc, uranium, iron, and oil.

## CHAPTER 55. "WHITE COAL"

- 1 What is "white coal"?
- 2 What makes Canada so rich in "white coal"?
- 3 Why was central Canada handicapped in manufacturing before the discovery of electrical power?
- 4 List some of the changes which have come about (a) in industry, (b) in our homes, as the result of the development of electrical power.

## CHAPTER 56. CANADIANS ON THE HIGH SEAS

- 1 Why did Canada become a ship-building country in the days of sailing vessels?
- 2 Why are the *Accommodation* and the *Royal William* famous?
- 3 What did Samuel Cunard and Hugh Allan do to place Canada in the front rank in navigation?
- 4 What factors ruined the ship-building industry in the Maritime Provinces?
- 5 Name two important ship-building centres on Georgian Bay.

## CHAPTER 57. CANADIANS IN THE AIR

- 1 Who made the first flight in a flying machine?
- 2 Tell the story of the first airplane flight in the British Empire.
- 3 Why did the First World War speed up the development of airplanes?
- 4 Young men who had flown planes during the war wanted to continue flying. List five opportunities that were offered to them.
- 5 What contribution did the bush pilots make to the opening up of Northern Canada and what hazards did they face?
- 6 When did Trans-Canada Airlines fly its first plane across Canada?

## ACTIVITIES

- 1 On a map of the world mark the routes of Trans-Canada Airlines and of the Canadian Pacific Airlines.
- 2 "Since the invention of the airplane Winnipeg is on the Main Street of the world." What trans-oceanic routes go through Winnipeg?



3. In Canada in the last few years many important discoveries of minerals have been made. Find out what you can about recent discoveries of some of them, e.g., uranium, oil, iron.

## TESTS

### SHORT ANSWER AND MAP TEST

- 5     1 Name five important agricultural exports from Canada.  
5     2 Name five animals which are bred on fur farms in Canada.  
8     3 What minerals do you associate with the following areas: Sudbury, Yukon, Lake Timiskaming, Kirkland Lake, Flin Flon, Great Bear Lake, Steep Rock, Knob Lake?  
1     4 Who discovered the mineral wealth on Great Bear Lake?  
1     5 What is "white coal"?  
1     6 Name some place in your province where electrical power is developed.  
1     7 Who was responsible for the establishment of the Ontario Hydro-Electric Power Commission?  
1     8 Name the first steamship on the St. Lawrence.  
1     9 Name the first ship to cross the Atlantic under steam alone.  
2     10 Name two Canadian founders of trans-Atlantic steamship lines.  
2     11 Name two ship-building yards on Georgian Bay.  
1     12 Who were the first men in the world to build and fly an airplane?  
1     13 Who flew the first Canadian plane?

### ESSAY QUESTIONS

- 1 Compare the life of a pioneer farmer with the life of a modern farmer under these headings: (a) preparing the land, (b) seeding, (c) harvesting.  
2 Compare the work of a pioneer woman with that of a modern farmer's wife under the following headings: (a) feeding her family, (b) clothing her family, (c) keeping her home clean.  
3 Canada is rich in minerals. Name five mining centres and state what minerals are obtained in each.



- 7x10 4 Discuss the importance of electrical power in Canada  
(a) in industry, (b) in the home.
- 5 Tell the story of the first airplane flight in the British Empire.
- 6 Write an account of the bush pilots telling (a) who they were, (b) what difficulties they faced, (c) what work they did.
- 7 Life in Canada to-day is very different from what it was a century ago. Illustrate this statement by discussing any one of the following: Travel Then and Now, Communication of News Then and Now, Amusements Then and Now, The Postal Service Then and Now.

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### BOOKS TO READ

- Across Canada*, CLARE BICE. Macmillan
- Book of Canadian Achievement*, HELEN PALK. Dent
- Canoe to Air-liner*, M. SHAW. Copp Clark
- From Trees to Paper*, HENRY LENT. Macmillan
- Golden North*, M. MCPHEDRAN. Macmillan
- Golden Trail*, PIERRE BERTON. Macmillan
- Great River and Great Lakes*, J. M. SCOTT. Copp Clark
- Pioneer Life*, E. C. GUILLET. Ont. Pub. Co.
- Pioneer Settlements*, E. C. GUILLET. Ont. Pub. Co.
- Pioneer Social Life*, E. C. GUILLET. Ont. Pub. Co.
- Pioneer Travel*, E. C. GUILLET. Ont. Pub. Co.
- Story of Canada's Coastal Fisheries*, M. C. VERNON. Copp Clark
- Story of Hydro*, BLODWEN DAVIES. Ryerson Reader
- Story of Oil in Canada*, J. M. SCOTT. Copp Clark
- Story of Pulp and Paper in Canada*, W. S. MCFARLANE.  
Copp Clark
- Story of Wheat*, DONALDA DICKIE. Copp Clark
- Talking Wire*, O. J. STEVENSON. Macmillan
- Tall Timber*, J. GOUGH. Copp Clark

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CANADA THEN AND NOW

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